

U.S. Department of Education  
Washington, D.C. 20202-5335

## APPLICATION FOR GRANT UNDER THE

IFLE Fiscal Year (FY) 2014 National Resource Centers

CFDA # 84.015A and 84.015B

PR/Award #      P015A140125      P015B140125

Duke University

**NATIONAL RESOURCE CENTER  
AND  
FOREIGN LANGUAGE AND AREA STUDIES FELLOWSHIPS  
FOR LATIN AMERICAN STUDIES**



**A PROPOSAL SUBMITTED TO THE U.S. DEPARTMENT OF EDUCATION**

**by**

**DUKE UNIVERSITY  
and  
THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**June 30, 2014**

**Consortium in Latin American and Caribbean Studies at the  
University of North Carolina at Chapel Hill and Duke University**

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LAC

OMB Number: 4040-0004

Expiration Date: 8/31/2016

Application for Federal Assistance SF-424		
<b>* 1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		
<b>* 2. Type of Application:</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		
<b>* If Revision, select appropriate letter(s):</b> <input type="text"/> <b>* Other (Specify):</b> <input type="text"/>		
<b>* 3. Date Received:</b> <input type="text"/>		<b>4. Applicant Identifier:</b> <input type="text"/>
<b>5a. Federal Entity Identifier:</b> <input type="text"/>		<b>5b. Federal Award Identifier:</b> <input type="text"/>
<b>State Use Only:</b>		
<b>6. Date Received by State:</b> <input type="text"/>		<b>7. State Application Identifier:</b> <input type="text"/>
<b>8. APPLICANT INFORMATION:</b>		
<b>* a. Legal Name:</b> <input type="text" value="Duke University"/>		
<b>* b. Employer/Taxpayer Identification Number (EIN/TIN):</b> <input type="text" value="56-053-2129"/>		<b>* c. Organizational DUNS:</b> <input type="text" value="0443877930000"/>
<b>d. Address:</b>		
<b>* Street1:</b> <input type="text" value="c/o Office of Research Support"/>		
<b>Street2:</b> <input type="text" value="2200 W. Main Street, Suite 710"/>		
<b>* City:</b> <input type="text" value="Durham"/>		
<b>County/Parish:</b> <input type="text" value="Durham"/>		
<b>* State:</b> <input type="text" value="NC: North Carolina"/>		
<b>Province:</b> <input type="text"/>		
<b>* Country:</b> <input type="text" value="USA: UNITED STATES"/>		
<b>* Zip / Postal Code:</b> <input type="text" value="27705-4677"/>		
<b>e. Organizational Unit:</b>		
<b>Department Name:</b> <input type="text" value="Latin American Studies"/>		<b>Division Name:</b> <input type="text"/>
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
<b>Prefix:</b> <input type="text" value="Ms."/>	<b>* First Name:</b> <input type="text" value="Jianhong"/>	
<b>Middle Name:</b> <input type="text"/>		
<b>* Last Name:</b> <input type="text" value="Wu"/>		
<b>Suffix:</b> <input type="text"/>		
<b>Title:</b> <input type="text" value="Assistant Director for International Projects"/>		
<b>Organizational Affiliation:</b> <input type="text" value="Office of Research Support"/>		
<b>* Telephone Number:</b> <input type="text" value="919-684-3030"/>		<b>Fax Number:</b> <input type="text" value="919-684-2418"/>
<b>* Email:</b> <input type="text" value="ors-grant@duke.edu, jane.wu@duke.edu"/>		



## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

☒ Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

US Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.015A/84.015B

CFDA Title:

National Resource Centers Program / Foreign Language and Area Studies Fellowships Program

### \* 12. Funding Opportunity Number:

053014-001 NRC and 053014-002 FLAS

\* Title:

### 13. Competition Identification Number:

Title:

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

2014-2017 Title VI National Resource Center and Foreign Language and Area Studies Fellowships for Latin American Studies

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

## Application for Federal Assistance SF-424

### 16. Congressional Districts Of:

\* a. Applicant

NC-001

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

### 17. Proposed Project:

\* a. Start Date: 08/15/2014

\* b. End Date: 08/14/2018

### 18. Estimated Funding (\$):

* a. Federal	680,106.00
* b. Applicant	
* c. State	
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	680,106.00

### \* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

☐ a. This application was made available to the State under the Executive Order 12372 Process for review on

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☒ c. Program is not covered by E.O. 12372.

### \* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)

☐ Yes

☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

### Authorized Representative:

Prefix:

Ms.

\* First Name:

Jianhong

Middle Name:

\* Last Name:

Wu

Suffix:

\* Title:

AssistantDirector, Office of Research Support

\* Telephone Number:

919-684-3030

Fax Number:

919-684-2418

\* Email:

ors-grant@duke.edu, jane.wu@duke.edu

\* Signature of Authorized Representative:



\* Date Signed:

6/23/2014

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503


**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**Note:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Jianhong Wu 		TITLE Assistant Director for International Projects, Office of Research Support
APPLICANT ORGANIZATION Duke University		DATE SUBMITTED June 30, 2014

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

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**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

**U.S. Department of Education  
Supplemental Information for the SF-424**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:

Address:

\* Street1:   
Street2:   
\* City:   
County:

\* State:  \* Zip Code:  ntry:

\* Phone Number (give area code):  Fax Number (give area code):

\* Email Address:

**2. Novice Applicant:**

Are you are a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) # (s): 1 2 3 4 5 6

☐ No Provide Assurance #(s), if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

## Electronic Notification Option for Grant Awards

If your application is successful, we notify your U.S. Representative and U.S. Senators and send you a Grant Award Notification (GAN); **OR** we may send you an e-mail containing a link to access G5, the Department's Grant Management System. The email will be sent to both the project director and certifying representative in order for them to view and print the Adobe Acrobat version of the electronically signed GAN. If neither the project director nor certifying representative is registered in G5, they will immediately be prompted to register once the link is accessed. **The electronic signature and issuance of the GAN makes it crucial that your application include correct email addresses for both the project director and certifying representative.**

**Applicant:** Duke University

**Project Director:** Dennis Clements, Co-Director, Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University  
dennis.clements@duke.edu

**Certifying Representative:** Jianhong Wu, Assistant Director for International Projects, Office of Research Support  
jane.wu@duke.edu



U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1894-0008  
Expiration Date: 06/19/2014

Name of Institution/Organization  
Duke University

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	68,660	69,988	71,350	72,747		282,745
2. Fringe Benefits	14,862	14,309	14,813	15,137		62,000
3. Travel	10,900	5,400	5,900	5,400		27,600
4. Equipment						
5. Supplies	14,050	11,900	12,500	11,500		49,950
6. Contractual	337,840	343,369	341,764	338,094		1,361,067
7. Construction						
8. Other	19,500	22,100	19,500	21,500		82,600
9. Total Direct Costs (lines 1-8)	465,812	467,066	465,827	464,378		1,865,962
10. Indirect Costs*	11,794	9,609	9,687	9,866		40,956
11. Training Stipends	202,500	202,500	202,500	202,500		810,000
12. Total Costs (lines 9-11)	680,106	679,175	678,014	676,744		2,714,039

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No  
(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7 / 1 / 2013 To: until amended

Approving Federal agency: ED Other (please specify): DHHS The Indirect Cost Rate is 57 %

- (3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

8 % Is included in your approved Indirect Cost Rate Agreement? or ☒ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is



Name of Institution/Organization		Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.				
SECTION B - BUDGET SUMMARY NON-FEDERAL FUNDS						
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (Lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (Lines 9-11)						
SECTION C - BUDGET NARRATIVE (see instructions)						

**Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University**

**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.	
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total		
<b>A. SALARIES</b>													pp. 30, 43	
<b>1. Administrative Staff</b>														
a. Department Manager, ISA, UNC-CH Shelley Clarke 50% of salary/100% time Fringe benefits + Health Insurance/FTE: Year 1 @ 23.08% + \$5444 = \$7,898 Year 2 @ 23.08% + \$5607 = \$8,135 Year 3 @ 23.08% + \$5775 = \$8,379 Year 4 @ 23.08% + \$5948 = \$8,630		22,428			23,101			23,794			24,508			
b. Assistant Director, CLACS, Duke Antonio Arce 25% of salary/100% time Fringe benefits: Year 1 @ 24.3% = \$3,268 Year 2 @ 22.9% = \$3,157 Year 3 @ 23.2% = \$3,278 Year 4 @ 23.2% = \$3,360	13,450			13,786			14,130			14,484				pp. 11, 13, 30, 32, 43
<b>Subtotal, Administrative Staff Salaries</b>	13,450	22,428	35,878	13,786	23,101	36,887	14,130	23,794	37,924	14,484	24,508	38,992		
<b>2. Language Instruction</b>													pp. 11, 30, 32, 42, 43	
a. UNC LCTL Program Coordinator (Guarani, Nahuatl, Yucatec Maya) Program Administrator, UNC-CH Beatriz Riefkohl Muñiz 10% of salary/100% of time Fringe benefits + Health Insurance/FTE: Year 1 @ 23.08% + \$5444 = \$2,019 Year 2 @ 23.08% + \$5607 = \$2,080 Year 3 @ 23.08% + \$5775 = \$2,143 Year 4 @ 23.08% + \$5948 = \$2,207		6,391			6,583			6,780			6,983			
b. Academic Year Yucatec Maya Native speaker (to be determined) to assist Professor David Mora-Marin in semesters when course is offered, Year 1 and Year 3 only One-time payment Fringe Benefits + Health Insurance: Year 1 @ 23.08% + \$454 = \$800 Year 3 @ 23.08% + \$467 = \$813		1,500						1,500						pp. 20, 42, 43

**Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University**

**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
<b>c. Academic Year Haitian Creole</b> Collaboration between UNC-Duke Consortium and Duke Center for International Studies to support Level 2 instruction Jacques Pierre, contribution toward salary/100% time Fringe benefits: Year 1 @ 24.3% = \$1,944 Year 2 @ 22.9% = \$1,832 Year 3 @ 23.2% = \$1,856 Year 4 @ 23.2% = \$1,856	8,000			8,000			8,000			8,000			pp. 19, 22, 42, 43, 49
<b>d. Business Portuguese</b> Collaboration between UNC-Duke Consortium, UNC CIBER and UNC Center for European Studies to support expanded Business Portuguese instruction (offered each semester as of Fall 2014) Instructor to be determined, contribution toward salary/100% time Fringe benefits + Health Insurance: Year 1 @ 23.08% + \$454 = \$1,377 Year 2 @ 23.08% + \$467 = \$1,390 Year 3 @ 23.08% + \$481 = \$1,404 Year 4 @ 23.08% + \$496 = \$1,419		4,000			4,000			4,000			4,000		pp. 23, 42, 43
<b>e. Language Across the Curriculum (LAC)</b> (1) Collaboration between UNC-Duke Consortium, UNC CIBER, and UNC Centers for African, European, Middle East Studies and Center for Global Initiatives Teaching assistants for Recitation Sections and new Research Intensive LAC courses. Graduate students to be determined One-time payment Fringe benefits + Graduate Health Insurance @ 2 months: Year 1 @ 9.17% + \$484 = \$943 Year 2 @ 9.17% + \$500 = \$959 Year 3 @ 9.17% + \$514 = \$973 Year 4 @ 9.17% + \$530 = \$989		5,000			5,000			5,000			5,000		pp. 20, 21, 43

**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

	2014-2015			2015-2016			2016-2017			2017-2018		Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	UNC	Total	
<b>National Resource Center Budget</b>												
(2) Contribution toward instructor salary for graduate course to train LAC teaching assistants, instructor to be determined		1,000			1,000			1,000		1,000		pp. 20, 21, 43
Collaboration between UNC-Duke Consortium and UNC Centers for African, European, Middle East Studies and Center for Global Initiatives												
One-time payment												
Fringe Benefits + Health Insurance:												
Year 1 = 23.08% + \$454 = \$685												
Year 2 = 23.08% + \$467 = \$698												
Year 3 = 23.08% + \$481 = \$712												
Year 4 = 23.08% + \$496 = \$727												
(3) Language teaching assistance for Spanish or Portuguese sections in new courses in the Duke Culture and Language Across the Curriculum (CLAC) program, for example "Soccer Politics" or "Voices in Global Health"	5,000			5,000				5,000				pp. 21, 43
Graduate student to be determined. (No fringe benefits)												
<b>Subtotal, Language Instruction Salaries</b>	<b>13,000</b>	<b>17,891</b>	<b>30,891</b>	<b>13,000</b>	<b>16,583</b>	<b>29,583</b>	<b>13,000</b>	<b>18,280</b>	<b>31,280</b>	<b>16,983</b>	<b>29,983</b>	
<b>3. Area Studies Instruction</b>												
a. Instruction/supervision of new, academic-year UNC-in-Guanajuato service-learning study abroad program												pp. 30, 32, 43
Hannah Gill, PhD												
12.5% of salary/100% time		6,847			7,053			7,265		7,483		
Fringe benefits + Health Insurance/FTE:												
Year 1 @ 23.08% + \$5,444 = \$2,261												
Year 2 @ 23.08% + \$5,607 = \$2,329												
Year 3 @ 23.08% + \$5,778 = \$2,400												
Year 4 @ 23.08% + \$5,951 = \$2,471												
b. Seed money for new Brazilianist Area Studies faculty position at UNC. Search conducted in Year 1 to start July 1, 2015.												pp. 16, 42, 43
Fringe benefits and Health Insurance/FTE:												
Year 2 = 23.08% + \$5,607 = \$4,583								10,000		10,000		
Year 3 = 23.08% + \$5,778 = \$3,117												
Year 4 = 23.08% + \$5,951 = \$3,141												
<b>Subtotal, Area Instruction Salaries</b>	<b>0</b>	<b>6,847</b>	<b>6,847</b>	<b>0</b>	<b>22,053</b>	<b>22,053</b>	<b>0</b>	<b>17,265</b>	<b>17,265</b>	<b>17,483</b>	<b>17,483</b>	

**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
<b>4. Outreach</b>													
a. Educational Outreach Program Coordinator Emily Chavez 50% of salary/100% time Fringe benefits: Year 1 @ 24.3% = \$5,826 Year 2 @ 22.9% = \$5,627 Year 3 @ 23.2% = \$5,844 Year 4 @ 23.2% = \$5,990 Absolute priority	23,975			24,574			25,188			25,818			pp. 31, 35-40, 43
b. Student assistance to Outreach Coordinator to be determined, 250 hours x \$10 per hour (no fringe benefits)	2,500			2,500			2,500			2,500			pp. 31, 43
c. Film Festival Director/Special Events Program Coordinator (position shared with Nicholas School of the Environment) Miguel Rojas Sotelo, PhD 30% of salary/100% time Fringe benefits: Year 1 @ 24.3% = \$3,824 Year 2 @ 22.9% = \$3,693 Year 3 @ 23.2% = \$3,835 Year 4 @ 23.2% = \$3,931	15,735			16,128			16,532			16,945			pp. 31, 38, 40, 43
d. Project director for The New Roots Oral Histories project, expansion and development of Mexico communities of origin oral histories as part of a larger collection that chronicles transnational migration, to be used by K-12 teachers Hannah Gill, PhD 12.5% of salary/100% time Fringe benefits + Health Insurance/FTE: Year 1 @ 23.08% + \$5,444 = \$2,215 Year 2 @ 23.08% + \$5,607 = \$2,281 Year 3 @ 23.08% + \$5,778 = \$2,349 Year 4 @ 23.08% + \$5,951 = \$2,420	6,847			7,053			7,265			7,483			pp. 30, 43
<b>Subtotal, Outreach Salaries</b>	42,210	6,847	49,057	43,202	7,053	50,255	44,220	7,265	51,485	45,263	7,483	52,746	
<b>SUBTOTAL, SALARIES</b>	68,660	54,013	122,673	69,988	68,790	138,778	71,350	66,604	137,954	72,747	66,457	139,204	
<b>B. FRINGE BENEFITS</b>	14,862	18,198	33,060	14,309	22,455	36,764	14,813	22,290	37,103	15,137	22,004	37,141	

**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
<b>C. TRAVEL</b>													
<b>1. Foreign Travel</b>													
a. Summer Yucatec Maya course instructors, travel to Yucatan for pedagogical training, Years 2 and 4 only Airfare = \$800 r/t Raleigh/Durham - Merida x 2 Per diem = 4 days x \$75 x 2					1,600 600						1,600 600		p. 43
b. Latin American librarians' travel to Latin America or Caribbean to attend book fairs, to meet with book dealers, for acquisitions of specialized materials \$3,000/year per institution	3,000	3,000		3,000	3,000		3,000	3,000		3,000	3,000		pp. 27-28, 42, 43
c. Travel for instructors in "Exploring Medicine" course at Duke Dennis Clements, Rosa Solorzano Airfare = \$750 x 2, Raleigh/Durham - Tegucigalpa	1,500			1,500			1,500			1,500			pp. 14, 43
<b>Subtotal, Foreign Travel</b>	4,500	3,000	7,500	4,500	5,200	9,700	4,500	3,000	7,500	4,500	5,200	9,700	
<b>2. Domestic Travel</b>													
a. Round-trip and per diem @ \$1,500 for Yucatec Maya and Haitian Creole instructor to attend the CARLA workshop on distance learning language instruction at U. of Minnesota in Minneapolis, MN. Year 1 only	1,500	1,500											p. 43
b. Round-trip and per diem @ \$1,000 for Haitian Creole instructor to attend the Creole technology workshop at Florida International University in Miami, FL (Years 1 and 3 only)	1,000						500						p. 43
c. Round-trip and per diem @ \$1,500 for Yucatec Maya instructor to attend the symposium on Indigenous Languages and Cultures of Latin America at The Ohio State University; collaboration with University of Wisconsin-Madison (Year 2 only)					1,500								
d. Round trip and per diem @ \$400 for Haitian Creole instructor to visit distance-learning partner institution U. of Virginia to meet with students, in Charlottesville, VA	400			400			400			400			pp. 18, 42, 43
e. Round-trip and per diem @ \$500 for Haitian Creole instructor to visit distance-learning partner institution Vanderbilt University to meet with students, in Nashville, TN	500			500			500			500			pp. 18, 42, 43

**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
f. Administrative travel 5 round-trips and per diem @ \$1,000 to Washington, DC to attend Title VI Directors Meeting (Year 1 only)	3,000	2,000											p. 43
<b>Subtotal, Domestic Travel</b>	6,400	3,500	9,900	900	1,500	2,400	1,400	0	1,400	900	0	900	
<b>SUBTOTAL, TRAVEL</b>	10,900	6,500	17,400	5,400	6,700	12,100	5,900	3,000	8,900	5,400	5,200	10,600	
<b>D. SUPPLIES</b>													
1. Library Acquisitions	5,550	5,550		4,400	4,400		4,000	4,000		4,000	4,000		pp. 25-30, 43
<b>Subtotal, Library Acquisitions</b>	5,550	5,550	11,100	4,400	4,400	8,800	4,000	4,000	8,000	4,000	4,000	8,000	
<b>2. Outreach and Educational Materials</b>				500						500			p. 43
a. Public School Teacher In-Service Training Production/purchase/dissemination of educational materials (1) Connecting the Americas - materials for pre-trip workshops for participants in Teacher Study Tours (years 2 and 4 only, school districts and country destinations will vary from year to year) <b>Absolute priority</b>	500						500						p. 43
(2) Connecting the Americas - materials for Summer Institute for K-12 teachers (years 1 and 3 only) <b>Absolute priority</b>													p. 43
(3) Science of the Americas: Ethnobotanical garden project Collaboration with Guilford County Public Schools and the NC State and A&T State Universities' Cooperative Extension School Garden Network NRC funds used for purchase of seeds, plants, garden tools, etc. Years 1 and 3 only <b>Absolute priority</b>	1,000						1,000						p. 43
(4) Voice and Vision in the Americas: K-12 teacher workshop series (3 per year) Materials for curriculum resource packets <b>Absolute priority</b>	1,000			1,000			1,000			1,000			p. 43
b. Latin American Film Festival Held at Duke, UNC-Chapel Hill, North Carolina Central University and Durham Technical Community College. Films purchased for the festival become part of the	6,000			6,000			6,000			6,000			pp. 38, 40, 43

**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
Consortium's film collection, which is accessed by schools, universities and the general public around the US. Contribution to purchase of films, production of publicity, facilities rental, etc. <b>NRC Competitive Priority 1</b>		1,000			1,000			1,000			1,000		p. 43
c. Support for Consortium Lending Library of videos/DVDs, books, curricular units, exhibits, etc. (Acquisitions, web site maintenance, etc.)													
<b>Subtotal, Outreach and Educational Materials</b>	8,500	1,000	9,500	7,500	1,000	8,500	8,500	1,000	9,500	7,500	1,000	8,500	
<b>SUBTOTAL SUPPLIES</b>	14,050	6,550	20,600	11,900	5,400	17,300	12,500	5,000	17,500	11,500	5,000	16,500	
<b>E. OTHER</b>													
<b>I. Teacher Training</b>				5,000						5,000			p. 43
a. Connecting the Americas - Teacher Study Tours (years 2 and 4 only, participating school districts and country destinations will vary from year to year). Week-long tours preceded by a series of pre-trip workshops. Teachers will develop curricula to be used back in their home schools. They will present their work at conferences and community forums after the trip and share best practices with other teachers. NRC funds will cover lecturer fees for pre-trip workshops, partial teacher airfare and per diem costs, as well as teacher travel to conferences and community forums. <b>Absolute priority</b>													
b. Connecting the Americas - Summer Institute for K-12 teachers (years 1 and 3 only) NRC funds will cover stipends for teacher participants and lecturer fees. <b>Absolute priority</b>	4,500	500					4,500	500					p. 43
c. Science of the Americas - Ethnobotanical garden project Collaboration with Guilford County Public Schools and the NC State and A&T State Universities' Cooperative Extension School Garden Network NRC funds used to develop curricular materials for use with garden project <b>Absolute priority</b>	2,000			1,000			2,000			1,000			p. 43
d. Collaboration between UNC-Duke Consortium and UNC's World View on annual seminar on "Latin America and North Carolina" for K-12		1,000			1,000			1,000			1,000		p. 43



**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

<b>National Resource Center Budget</b> (grant funds cover administrative costs plus speaker fees). <b>Absolute priority</b>	<b>2014-2015</b>			<b>2015-2016</b>			<b>2016-2017</b>			<b>2017-2018</b>			<b>Narrative page ref.</b>
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
e. Collaboration between UNC-Duke Consortium, UNC Area Studies Centers, Duke APSI, UNC's World View on community college curriculum development and event planning for new Global Distinction Certificate programs at community colleges across state of NC <b>NRC Competitive Priority 1</b>		2,000			2,000			2,000			2,000		pp. 43, 50, 58-59
f. Voice and Vision in the Americas: K-12 teacher workshop series (3 per year) NRC funds to cover administrative costs plus lecturer fees <b>Absolute priority</b>	1,000			1,000			1,000			1,000			p. 43
g. Summer research fellowships for faculty from 2-4 year colleges (priority to community colleges and HBCUs), to use Duke and UNC libraries and other campus resources for course development 2 awards per year Transportation allowance = \$450 x 2 Contribution towards per diem = 7 days x \$150 = \$1,050 x 2 <b>Absolute priority</b> <b>NRC Competitive Priority 1</b>	900 2,100			900 2,100			900 2,100			900 2,100			p. 43
<b>Subtotal, Teacher Training</b>	10,500	3,500	14,000	10,000	3,000	13,000	10,500	3,500	14,000	10,000	3,000	13,000	
<b>2. Partnerships with Minority Serving Institutions (MSIs): North Carolina Central University and Winston Salem State University</b> Develop future on-going teaching and research partnerships with two area HBCUs (e.g., joint curriculum development, conference and professional development, and research fellowships) <b>NRC Competitive Priority 1</b>	2,500	5,000		5,000	2,500		2,500	5,000		5,000	2,500		pp. 43, 57-58
<b>Subtotal, Collaboration with MSIs</b>	2,500	5,000	7,500	5,000	2,500	7,500	2,500	5,000	7,500	5,000	2,500	7,500	
<b>3. Partnerships with UNC School of Education/ Duke Program in Education</b> Add Latin American content to courses and provide Latin American materials for pre-service teachers-in-training <b>NRC Competitive Priority 2</b>	1,500	2,500		1,500	2,500		1,500	2,500		1,500	2,500		pp. 43, 50, 59-60
<b>Subtotal, Collaboration with School/Program in Education</b>	1,500	2,500	4,000	1,500	2,500	4,000	1,500	2,500	4,000	1,500	2,500	4,000	

**Consortium in Latin American and Caribbean Studies  
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**NRC FY 2014-2017 Proposed Budget**

National Resource Center Budget	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
<b>4. Language Initiatives</b>													
a. Collaboration with Nahuatl Language Consortium Contribution toward effort to expand the number of scholars able to teach Nahuatl. Partnership with Yale University, in collaboration with Stanford University, Tulane University, Columbia University, New York University, University of Utah, Vanderbilt University, University of California-Berkeley, and University of California-Los Angeles Years 1, 3 and 4 only		1,000						1,000			1,000		pp. 19, 43
b. Language Concilium at Duke For coordination of language-related programmatic initiatives, faculty development, and research. Collaboration among UNC-Duke Consortium, Duke International Studies, Duke Asian/Pacific Studies, Duke-UNC Middle Eastern Studies, Duke-UNC Slavic/Eurasian/East European Studies and Trinity College	1,000			1,000			1,000			1,000			p. 43
c. Oral Proficiency Training for LCTL Instructors, in collaboration with UNC CIBER and UNC Center for European Studies, in collaboration with ACTFL. Year 1 Training for 6 instructors from UNC and Duke Year 2 Trained instructors' certification with ACTFL in target language(s), as applicable per instructor		5,000		600	1,200								pp. 43, 50
d. Native speaker/teaching assistant for academic year Yucatec Maya language courses taught by Prof. Mora-Marin Individual to be determined; Years 1 and 3 only Airfare = \$800 r/t Merida - Raleigh/Durham Per diem = 21 days x \$65		800 1,365						800 1,365					pp. 20, 43
<b>Subtotal, Language Initiatives</b>	<b>1,000</b>	<b>8,165</b>	<b>9,165</b>	<b>1,600</b>	<b>1,200</b>	<b>2,800</b>	<b>1,000</b>	<b>3,165</b>	<b>4,165</b>	<b>1,000</b>	<b>1,000</b>	<b>2,000</b>	
<b>5. Consortium Conference series</b>													p. 43
Annual conference for community building and to provide opportunities for graduate students and faculty to present their work and exchange ideas. Year 1 conference also a celebration of the Consortium's 25th anniversary NRC funds will cover publicity, space rental, and professional services for keynote speaker	2,000	2,000		2,000	2,000		2,000	2,000		2,000	2,000		
<b>Subtotal, Consortium Conference Series</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	<b>2,000</b>	<b>2,000</b>	<b>4,000</b>	

**Consortium in Latin American and Caribbean Studies  
at the University of North Carolina at Chapel Hill and Duke University**

**NRC FY 2014-2017 Proposed Budget**

	2014-2015			2015-2016			2016-2017			2017-2018			Narrative page ref.
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	
<b>National Resource Center Budget</b>													
<b>6. Program Evaluation</b>													
a. Collaboration with Duke Assessment Office over 4 years to assess (set goals, develop survey instruments, administer those instruments, interpret data, make recommendations) and identify outputs/outcomes/areas for change. Program evaluations at Duke will focus on: language and area studies, and teacher-training activities	2,000			2,000			2,000			2,000			pp. 43, 48, 50
b. Collaboration between UNC Centers for African, European, Latin American, Middle Eastern Studies, Center for Global Initiatives, and UNC-Duke Center for Slavic/Eastern European/Eurasian Studies and an external evaluator from UNC School of Education Evaluation, Assessment and Policy Connections (EvAP) UNC program evaluation will focus on collaborations with community colleges and Schools of Education, and Open Access for students		2,000			2,000			2,000			2,000		pp. 43, 48, 51
c. Yucatec Maya consultation/evaluation by R. McKenna Brown to assess Yucatec Maya pedagogical training Year 1 only		3,000											pp. 43, 48, 49
<b>Subtotal, Program Evaluation</b>	2,000	5,000	7,000	2,000	2,000	4,000	2,000	2,000	4,000	2,000	2,000	4,000	
<b>SUBTOTAL, OTHER</b>	19,500	26,165	45,665	22,100	13,200	35,300	19,500	18,165	37,665	21,500	13,000	34,500	
<b>F. TOTAL DIRECT COSTS</b>	127,972	111,426	239,398	123,697	116,545	240,242	124,063	115,059	239,122	126,284	111,661	237,945	
<b>G. INDIRECT COSTS @ 8% MODIFIED TOTAL DIRECT COSTS*</b>	11,794	8,914	20,708	9,544	9,324	18,867	9,605	9,205	18,810	9,783	8,933	18,716	
*Includes 8% of first \$25,000 of subcontract to Duke; (year 1 only); Excludes 8% of Duke only library acquisitions (capital expenditure) for all years.													
<b>H. NRC BUDGET TOTALS</b>	139,766	120,340	260,106	133,241	125,869	259,109	133,668	124,264	257,932	136,067	120,594	256,661	

**Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University**

**FLAS FY 2014-2017 Proposed Budget**

FLAS Fellowships Budget	2014-2015			2015-2016			2016-2017			2017-2018		
	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total	Duke	UNC	Total
<u>Summer FLAS Fellowships</u>												
a. Institutional Payment 7 @ \$5,000 for UNC-CH each year 5 @ \$5,000 for Duke each year	25,000	35,000		25,000	35,000		25,000	35,000		25,000	35,000	
b. Subsistence Allowance 7 @ \$2,500 for UNC-CH each year 5 @ \$2,500 for Duke each year	12,500	17,500		12,500	17,500		12,500	17,500		12,500	17,500	
<b>Subtotal, Summer FLAS Fellowships</b>	<b>37,500</b>	<b>52,500</b>	<b>90,000</b>	<b>37,500</b>	<b>52,500</b>	<b>90,000</b>	<b>37,500</b>	<b>52,500</b>	<b>90,000</b>	<b>37,500</b>	<b>52,500</b>	<b>90,000</b>
<u>Academic Year FLAS Fellowships</u>												
a. Institutional Payment 5 @ \$18,000 for UNC-CH each year 5 @ \$18,000 for Duke each year	90,000	90,000		90,000	90,000		90,000	90,000		90,000	90,000	
b. Subsistence Allowance 5 @ \$15,000 for UNC-CH each year 5 @ \$15,000 for Duke each year	75,000	75,000		75,000	75,000		75,000	75,000		75,000	75,000	
<b>Subtotal, Academic Year FLAS Fellowships</b>	<b>165,000</b>	<b>165,000</b>	<b>330,000</b>	<b>165,000</b>	<b>165,000</b>	<b>330,000</b>	<b>165,000</b>	<b>165,000</b>	<b>330,000</b>	<b>165,000</b>	<b>165,000</b>	<b>330,000</b>
<b>TOTAL FLAS FELLOWSHIP BUDGET</b>	<b>202,500</b>	<b>217,500</b>	<b>420,000</b>	<b>202,500</b>	<b>217,500</b>	<b>420,000</b>	<b>202,500</b>	<b>217,500</b>	<b>420,000</b>	<b>202,500</b>	<b>217,500</b>	<b>420,000</b>

**FLAS Competitive Priority 1: We propose to give preference to meritorius students with demonstrated financial need in making our FLAS awards.**

**FLAS Competitive Priority 2: We propose to award at least 25% of our Academic Year fellowships for the study of critical languages of the Americas, particularly Portuguese.**

## **Section 427 of General Education Provisions Act (GEPA)**

Our proposal provides information on our efforts to address section 427 of GEPA in five different places:

- (1) Under Criterion §6 (pp. 33-35), we discuss measures to encourage applications for employment from traditionally underrepresented groups. At UNC, the Carolina Postdoctoral Program for Faculty Diversity makes available 2-year postdoctoral research appointments with the aim of preparing scholars from underrepresented groups for tenure-track appointments at UNC and other research universities. Eleven scholars have been recruited through this program at UNC since its inception. As a result of the Faculty Diversity Initiative, Duke doubled the number of tenured or tenure-track black faculty between 2003 and 2012.
- (2) Under Criterion §7 (pp. 35-37), we discuss efforts made by our Outreach Program, through teacher training workshops, study tours, film festivals, and other activities, to reach teachers from under-resourced school districts with large minority populations, and schools labeled as “low performing.” In 2013-14 the Consortium’s Outreach Office is collaborating with such elementary, middle and high schools across North Carolina, and it is our goal continue to do this over the next four years.
- (3) We will form closer partnerships with historically Black institutions such as North Carolina Central University and Winston Salem State University, and with community colleges from across the state (see Criterion §9, p. 50, and Criterion §11, pp. 57-59). We will collaborate on Latin American curriculum development as well as faculty professional development and programming for students.
- (4) Under Criterion §9.B. (pp. 46-47), we discuss efforts to increase enrollment and academic success of students from traditionally underrepresented groups, as well as efforts to enable people from all backgrounds to participate fully in campus life and benefits.
- (5) The Duke and UNC libraries makes special efforts to accommodate people with physical and learning disabilities. Staff will retrieve materials, make photocopies or printouts, and the libraries has installed various forms of assistive technology. One librarian coordinates and publicizes these services, but all librarians assist.

<b>APPLICATION WORLD REGION OR THEMATIC FOCUS</b> <b>FY 2014-2017</b>
--

<b>Africa</b>	<input type="checkbox"/>
<b>Canada</b>	<input type="checkbox"/>
<b>East Asia</b>	<input type="checkbox"/>
<b>International</b>	<input type="checkbox"/>
<b>Latin America &amp; Caribbean</b>	<input checked="" type="checkbox"/>
<b>Middle East</b>	<input type="checkbox"/>
<b>Pacific Islands</b>	<input type="checkbox"/>
<b>Russia / Eastern Europe / Eurasia</b>	<input type="checkbox"/>
<b>South Asia</b>	<input type="checkbox"/>
<b>Southeast Asia</b>	<input type="checkbox"/>
<b>Western Europe / Europe</b>	<input type="checkbox"/>
<b>Other (specify) _____</b>	<input type="checkbox"/>

<b>APPLICATION TYPE</b>
-------------------------

<b>Comprehensive NRC and FLAS</b>	<input checked="" type="checkbox"/>
<b>Undergraduate NRC and FLAS</b>	<input type="checkbox"/>
<b>Comprehensive NRC only</b>	<input type="checkbox"/>
<b>Undergraduate NRC only</b>	<input type="checkbox"/>
<b>FLAS only</b>	<input type="checkbox"/>

**FLAS-ELIGIBLE LANGUAGES**  
**Performance-Based Instruction**  
**FY 2014 – 2017**

- A FLAS-Eligible language marked "Y" means that the language is currently available and students can apply for fellowships. Languages marked "Y" should be substantiated by the course list and the faculty biographical information.
- You may request FLAS eligibility for additional languages at any time during the 4-year grant cycle by submitting the justification, course description, and the instructor's CV.

<b>Language</b>	<b>Eligible Now? Y/N</b>
Haitian Creole	Y
Portuguese	Y
Spanish	Y
Yucatec Maya	Y
K'iche' Maya	N

### Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

- 1.) An explanation of how the activities funded by the grant will reflect diverse perspectives and a wide range of views and generate debate on world regions and international affairs; *and*

Please see attached.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Please see attached.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: Duke University – Latin American Studies

Name/Title of Authorized Representative (Printed): Jianhong Wu


Title: Assistant Director for International Projects, Office of Research Support

Telephone: 919-684-3030

Signature:

E-mail: jane.wu@duke.edu

Date:

  
6/23/2014



## Information to Meet §602(e) Statutory Requirements

Sec. 602 (e) of the Title VI of the Higher Education Act of 1965, as amended states that applicant institutions desiring a grant under this section shall include the information below in their applications for funding. You may use this page or your own format to present this information. The supplemental information page(s) do not count against the project narrative page limitations. If the application is being submitted on behalf of a consortium, include responses for the lead institution and for the consortium partner(s).

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Please see attached.

- 2.) A description of how the applicant will encourage government service in areas of national need, as identified by the U.S. Department of Education, as well as in areas of need in the education, business, and nonprofit sectors.

Please see attached.

Applicant Institution(s) and Authorized Representative: The applicant assures that grant activities will be conducted in compliance with the statutory requirements provided in section 602(e) of the HEA, as amended.

Name of Applicant Institution and Center: The Institute for the Study of the Americas

Name/Title of Authorized Representative (Printed)  Dr. Barbara Entwisle

Title: Vice Chancellor for Research, Office of Sponsored Research

Telephone: 919-966-1311

Signature: 

E-mail: resadminosr@unc.edu

Date: 6/23/14

### **Diverse Perspectives in Funded Activities:**

In all of our activities and services the Consortium on Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University provides opportunities for diverse perspectives and a wide range of views to be shared and debated. Our events are free and open to the public and advertised widely using conventional and e-media resources. In organizing events during this grant period, we work in broad consultation with diverse stakeholders from all sectors of our universities, other institutions in our region, state government, and the general public, to seek speakers and co-sponsors who represent a range of views on Latin American issues, and to welcome audiences interested in debating these issues. In addition, the Consortium is committed to including voices and perspective from Latin America.

Recent examples of events that generated debate on Latin American affairs include a talk on US policy toward Latin America by the former US Deputy Assistant Secretary of Defense for the Western Hemisphere, a talk on US policy on drug trafficking in the Americas by the Director of the Americas Program of the International Narcotics and Law Enforcement Affairs Bureau of the US State Department, and a panel discussion on US relations with Venezuela featuring the former US Ambassador to Venezuela. These events included guests from academia, US government, law, and non-profit sector. We also organized several events on Latin American Immigration (with guests from academia, non-profit and public service sectors, international human rights law, Immigration and Customs Enforcement, and religious organizations); and the Latin American Film Festival (film presentations on varied topics and countries ranging from narco-trafficking, democracy building, indigeneity, land rights, poverty alleviation, and modern social movements; all followed by extensive discussion sessions with experts in the field and/or the filmmakers).

Our outreach events respond to the needs of many sectors including programming specifically designed for K-12, community colleges, retirement communities, adoptive parents, community centers, business, media, local law enforcement, government officials, and US military. We worked with 30 specialists from the 98th Civil Affairs Battalion (Airborne) of the US Army, Fort Bragg to create an internet database of functioning Haitian health care facilities, capacity, and staff to direct relief workers in Port-au-Prince. Other events have included presentations to the 1<sup>st</sup> Psychological Operations Battalion (Airborne) of the US Army, Fort Bragg, and collaborations with the Triangle Institute for Security Studies.

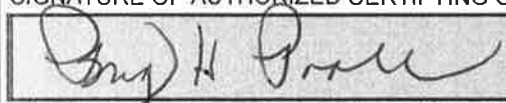
**Information regarding Areas of National Need:**

The Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University offers beginning to advanced language instruction in Brazilian Portuguese, a language identified as a critical needs language by the U.S. Department of Education, and two other less commonly taught languages: Haitian Creole and Yucatec Maya. During this grant period, we will continue to prioritize awards to FLAS fellowship applicants learning Portuguese and support students advancing to higher levels of language proficiency. We will continue prioritizing applications from professional school students who are more likely to go into government service upon graduation. We will also give preference in our FLAS competitions to meritorious students with demonstrated financial need. We will award at least 25% of AY FLAS awards for Portuguese.

Our proposed activities will encourage government service and careers in education, business, and non-profit sectors in the following manner, in collaboration with other UNC-Duke National Resource Centers and professional schools: 1) Every year all FLAS fellows will engage in an orientation to careers in government service; 2) we will work with the UNC Career Services Office staff to provide professional development to establish better counseling for students who have developed an expertise in Latin American Studies and Languages; 3) in collaboration with our CIBER, there will be career networking events for students interested in economic, environmental, and health-related sustainability. These activities will augment already-established, institutionally supported annual career information programs for Peace Corps and for International Careers and the twice-annual International Career-Networking Night.

Our languages (including Spanish) and world region are also identified by Departments of Agriculture, Commerce, Health and Human Services, Housing and Urban Development, Labor, and Treasury as languages and/or regions of interest.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Vice Chancellor for Research, OSR
APPLICANT ORGANIZATION The University of North Carolina at Chapel Hill	DATE SUBMITTED 6/6/2014



## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

I. I certify that:

A. I do not owe a debt, or I am current in repaying a debt, or I am not in default (as that term is used at 34 CFR Part 668) on a debt:

1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
  - William D. Ford Federal Direct Loan Program (20 U.S.C. 1087a, et seq.);
  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134l);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
  - Bilingual Education Fellowship Program (20 U.S.C. 3221-3262);
  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

  
(Signature)

6/23/2014  
(Date)

Jianhong Wu, Assistant Director for International Projects, Office of Research Support, Duke University  
(Typed or Printed Name)

Name or number of ED program under which this certification is being made: \_\_\_CFDA 84.015A/84.015B



## Certification of Eligibility for Federal Assistance in Certain Programs

I understand that 34 CFR 75.60, 75.61, and 75.62 require that I make specific certifications of eligibility to the U.S. Department of Education (ED) as a condition of applying for Federal funds in certain programs and that these requirements are in addition to any other eligibility requirements that ED imposes under program regulations. Under 34 CFR 75.60 – 75.62:

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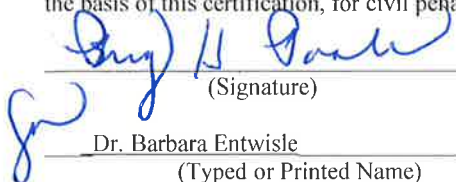
1. To the Federal Government under a nonprocurement transaction (e.g., a previous loan, scholarship, grant, or cooperative agreement); or
2. For a fellowship, scholarship, stipend, discretionary grant, or loan in any program of ED that is subject to 34 CFR 75.60, 75.61, and 75.62, including:
  - Federal Pell Grant Program (20 U.S.C. 1070a, et seq.);
  - Federal Supplemental Educational Opportunity Grant (SEOG) Program (20 U.S.C. 1070(b), et seq.);
  - State Student Incentive Grant Program (SSIG) 20 U.S.C. 1070c, et seq.);
  - Federal Perkins Loan Program (20 U.S.C. 1087aa, et seq.);
  - Income Contingent Direct Loan Demonstration Project (20 U.S.C. 1087a, note);
  - Federal Stafford Loan Program, Federal Supplemental Loans for Students [SLS], Federal PLUS, or Federal Consolidation Loan Program (20 U.S.C. 1071, et seq.);
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  - Cuban Student Loan Program (20 U.S.C. 2601, et seq.);
  - Robert C. Byrd Honors Scholarship Program (20 U.S.C. 1070d-31, et seq.);
  - Jacob K. Javits Fellows Program (20 U.S.C. 1134h-1134i);
  - Patricia Roberts Harris Fellowship Program (20 U.S.C. 1134d-1134g);
  - Christa McAuliffe Fellowship Program (20 U.S.C. 1105-1105i);
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  - Rehabilitation Long-Term Training Program (29 U.S.C. 774(b));
  - Paul Douglas Teacher Scholarship Program (20 U.S.C. 1104, et seq.);
  - Law Enforcement Education Program (42 U.S.C. 3775);
  - Indian Fellowship Program (29 U.S.C. 774(b));
  - Teacher Quality Enhancement Grants Program (20 U.S.C. 1021, et seq.);

OR

B. I have made arrangements satisfactory to ED to repay a debt as described in A.1. or A.2. (above) on which I had not been current in repaying or on which I was in default (as that term is used in 34 CFR Part 668).

II. I certify also that I have not been declared by a judge, as a condition of sentencing under section 5301 of the Anti-Drug Abuse Act of 1988 (21 U.S.C. 862), ineligible to receive Federal assistance for the period of this requested funding.

I understand that providing a false certification to any of the statements above makes me liable for repayment to ED for funds received on the basis of this certification, for civil penalties, and for criminal prosecution under 18 U.S.C. 1001.

  
(Signature)  
Dr. Barbara Entwisle  
(Typed or Printed Name)

6/23/14  
(Date)

Name or number of ED program under which this certification is being made: CFDA 84.015A/84.015B

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

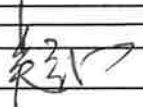
(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION			
Duke University			
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE			
Prefix:	Ms.	* First Name:	Jianhong
		Middle Name:	
* Last Name:	Wu		Suffix:
* Title:	Assistant Director for International Projects, ORS		
* SIGNATURE:			* DATE:
			6/23/2014

## CERTIFICATION REGARDING LOBBYING

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(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

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#### \* APPLICANT'S ORGANIZATION

The University of North Carolina at Chapel Hill

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name: Barbara Middle Name:

\* Last Name: Entwisle Suffix:

\* Title: Vice Chancellor for Research

\* SIGNATURE:  \* DATE: 6/6/2014



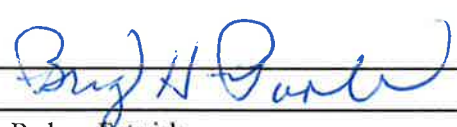
# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

Approved by OMB

0348-0046

(See reverse for public burden disclosure.)

<b>1. Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award c. post-award	<b>3. Report Type:</b> <input type="checkbox"/> a. initial filing <input checked="" type="checkbox"/> b. material change <b>For Material Change Only:</b> year _____ quarter _____ date of last report _____
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier _____, if known:  The University of North Carolina at Chapel Hill 104 Airport Dr., Suite 2200, CB 1350 Chapel Hill, NC 27599-1350 <b>Congressional District, if known:</b> 4th		<b>5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime:</b>   <b>Congressional District, if known:</b>
<b>6. Federal Department/Agency:</b> US Department of Education	<b>7. Federal Program Name/Description:</b> NRC/FLAS program CFDA Number, if applicable: 84.015A & B	
<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$	
<b>10. a. Name and Address of Lobbying Registrant</b> (if individual, last name, first name, MI): Beau Mills Director, Federal Affairs The University of North Carolina at Chapel Hill 300 Bynum Hall, CB 7006 Chapel Hill, NC 27599-7006	<b>b. Individuals Performing Services</b> (including address if different from No. 10a) (last name, first name, MI): Hyland, Jim, 1101 Pennsylvania Ave Suite 600, Wash DC 20004	
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Signature:  Print Name: Barbara Entwisle Title: Vice Chancellor for Research Telephone No.: 919-966-3411 Date: 6/6/2014	
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)

## **Consortium in Latin America and Caribbean Studies at the University of North Carolina and Duke University Title VI Proposal Abstract**

**THE CONSORTIUM** is a partnership between the Center for Latin American and Caribbean Studies (CLACS, Duke) and the Institute for the Study of the Americas (ISA, UNC). It was created 25 years ago as a collaborative program of teaching, research, and public outreach.

**MISSION:** Our goals are to: 1) enhance the Latin American and Caribbean curriculum on the two campuses, 2) provide opportunities for research and training for students and faculty from all disciplines and professional schools, and 3) stimulate institutional and public awareness of the importance and richness of Latin American and Caribbean peoples and cultures. We work to fulfill this mission through: a) educational activities, b) research and training support, c) collaborative outreach activities, and d) dissemination of information.

**FACULTY & STAFF:** The Consortium has 182 faculty members who teach courses related to Latin America, and 12 professional staff who coordinate our collaborative activities.

**CURRICULUM:** In 2012-13, we offered 535 courses on Latin America (18,839 total enrollment) and degree options including BAs in Latin American Studies; undergraduate and graduate certificates in Latin American Studies; and PhDs with specified Latin American concentrations in History, Political Science, Religious Studies, Romance Studies/Languages, as well as 23 other departments and professional programs where students regularly focus on Latin America.

**LANGUAGES:** We offer instruction in Haitian Creole, Portuguese, Spanish and Yucatec Maya (beginning thru advanced levels); support undergraduate and graduate students seeking to learn other languages of the region with funding from FLAS and other sources; and provide performance-based pedagogical training for our instructors.

**FUNDING:** In addition to FLAS, we provide more than \$5,500,000 in support to students through grants, fellowships, awards, and teaching and research assistantships.

**LIBRARY:** Our joint Latin American Collection boasts more than 750,000 volumes. A cooperative collection development agreement established in the 1940s stipulates that both libraries acquire materials from all of Latin America to support general study and teaching, but divide responsibility on a country basis for specialized research resources.

**OUTREACH:** We partner with schools, colleges, businesses, and non-profits throughout North Carolina to develop and make accessible educational resources regarding Latin America. In particular we provide teacher workshops, study tours, and specialized curriculum for K-16 educators.

**PLANNED ACTIVITIES:** The Consortium plans to bolster and expand: 1) language instruction in Haitian Creole, K'iche' Maya, Portuguese, Yucatec Maya and Language Across the Curriculum; 2) K-12 in-service and pre-service teacher training in collaboration with our Schools of Education; 3) partnerships with Minority Serving Institutions; and 4) collaborations with NC community colleges on curriculum development and programming. We will provide student support through FLAS Fellowships, giving preference to meritorious students with demonstrated need, and will continue conducting systematic program evaluation.

## ACRONYMS

AAU	Association of American Universities
ACEJMC	Association for Education in Journalism and Mass Communication
ACTFL	American Council on The Teaching of Foreign Languages
CC	Community College(s)
CFE	Center for Faculty Excellence
CIBER	Center for International Business Education & Research
CIT	Center for Instructional Technology
CLACS	Center for Latin American and Caribbean Studies (Duke)
CRL	Center for Research Libraries
DLOC	Digital Library of the Caribbean
DUL	Duke University Libraries
EvAP	Evaluation, Assessment & Policy Connections
FAFSA	Free Application for Federal Student Aid
FIPSE	Fund for the Improvement of Postsecondary Education
FTE	Full Time Equivalent
GEC	Global Education Center
GPI	Global Perspective Inventory
HAHR	Hispanic American Historical Review
HBCU	Historically Black Colleges and Universities
ISA	Institute for the Study of the Americas (UNC)
LAC	Language Across the Curriculum
LAMP	Latin American Microfilm Project
LARRP	Latin American Research Resources Project
LASA	Latin American Studies Association
LCTL	Less Commonly Taught Languages
LRC	Language Resource Center
NC	North Carolina
NCCU	North Carolina Central University
NCSU	North Carolina State University
OATC	Office of Assessment for Trinity College
OGSP	Office of Global Strategy and Programs
OUR	Office of Undergraduate Research
PiE	Program in Education
SALALM	Seminar on the Acquisition of Latin American Library Materials
SECOLAS	The Southeastern Council of Latin American Studies
SoE	School of Education
TRLN	Triangle Research Library Network
UNC	University of North Carolina
UPEP	University Program in Environmental Policy
USN&WR	U.S. News & World Report
WG	Working Group
WGELA	Working Group on the Environment in Latin America
WOLA	Washington Office on Latin America
WSSU	Winston-Salem State University

## **§1 Commitment to Subject Area**

The Consortium in Latin American and Caribbean Studies at the University of North Carolina at Chapel Hill and Duke University is a collaborative program of teaching, research and public outreach that integrates the resources of two AAU research institutions, just 9 miles apart, with a Latin Americanist faculty of 182 core, associated, and affiliated specialists (107 at UNC and 75 at Duke), library resources of 753,348 volumes, and overall university financial support totaling over \$27.4 million (see Table 1.1). 2014-15 marks the Consortium's 25<sup>th</sup> anniversary.

### ***§1A1 Institutional Financial and Other Support to Latin American Studies.***

<b>Table 1.1: University Financial Support for Latin American Studies, 2012-13</b>			
<b>Salaries &amp; Benefits</b>	<b>Duke</b>	<b>UNC</b>	<b>Total</b>
Language & Literature Instruction	\$ 2,268,297	\$3,921,189	\$6,189,486
Area Studies Instruction	5,254,044	6,615,787	11,869,831
Outreach Programs	45,294	137,205	182,499
Library/Duke-UNC Presses	386,683	320,496	707,179
Administrative Staff	169,933	262,872	432,805
<b>Student Support</b>	<b>3,175,225</b>	<b>2,092,787</b>	<b>5,268,012</b>
<b>Activities</b>			
New Initiatives	94,543	23,804	118,347
Conferences, Events, Exhibits, Working Groups	46,544	50,681	97,225
K-16 Outreach Programs	13,187	87,000	100,187
Faculty Research/Conference/Travel	107,700	156,930	264,630
Student Research/Conference/Travel	118,898	311,100	429,998
Linkages in Latin America	651,233	210,000	861,233
Library Acquisitions/Travel	354,546	361,394	715,940
Publications/Instructional Tools	92,500	28,617	121,117
Staff & Director Travel	5,238	3,500	8,738
Other (e.g., Supplies)	22,418	15,066	37,484
<b>Total (no Title VI funds included)</b>	<b>12,806,283</b>	<b>14,598,428</b>	<b>27,404,711</b>

UNC and Duke have made global education, equity and inclusion core commitments of their academic, research and service missions. Despite the effects of the prolonged recession, UNC affirmed its commitment to these priorities through its 2011 Academic Plan, the Carolina Covenant for low-income students and the expansion of global initiatives. UNC is the only public university in the nation to meet the full financial need of undergraduates (U.S. News and World Report, 2013). Similarly, Duke's Strategic Plan, need-blind Financial Aid Initiative, and

its 2010 Southern Association of Colleges and Schools' re-accreditation review reaffirm its commitment to diversity, access, and internationalization.

The UNC Institute for the Study of the Americas (ISA) and the Duke Center for Latin American and Caribbean Studies (CLACS) work closely with our respective university administrations to strengthen, develop, and integrate new Latin American programs. ISA is housed at the Global Education Center (GEC). Complete with technology enhanced classrooms, the GEC brings together major components of international education: student and faculty services, instruction, programs and research. Similarly, CLACS' home is at the John Hope Franklin Center for Interdisciplinary and International Studies, a state-of-the-art facility that unifies international and area studies centers with other interdisciplinary and language programs.

The Consortium receives funding from our university administrations, foundations, federal agencies, and private donors. Current Consortium support comes from Title VI and a 1994 Mellon endowment that generates approximately \$90,000 a year, and is complemented from each university by \$25,000. At ISA, additional support of \$860,000 is provided by the State of North Carolina, trust funds, gift and endowment income, and funding from Arts & Sciences and Provost Offices. ISA supports student and faculty research, study abroad, chaired faculty positions, and programs. Grants to ISA from the National Endowment for the Humanities (\$240,000), Z. Smith Reynolds (\$192,000), and Christopher Reynolds Foundations (\$148,000) support our Cuba and Mexico-U.S. programs. UNC supports 4 Latin American Studies shared faculty positions, 3 Yucatec Maya instructors and 4-6 TAs (based on class size), 1.5 graduate assistantships, and several undergraduate assistants and provides major funding for 3 staff positions. Launched initially with NRC funds, the Yucatec Maya Summer Institute no longer requires these funds. UNC subsidies of \$11,000 help maintain low costs to the enrolled students.

CLACS receives additional endowment yields of nearly \$89,000 a year plus support from the Office of Global Strategies and Programs and the Dean of Arts & Sciences. CLACS supports student and faculty research, a visiting professorship and other programs. Important developments at Duke include growing programs in Luso-Brazilian Studies and Haitian Studies. Most recently, a University-wide Brazil Initiative was created (\$100,000) together with a Global Brazil Humanities Lab starting in Fall 2014 (\$225,000). In 2010-13, the Haiti Humanities Lab led to major growth of Haitian Studies (e.g., new course offerings, graduate students). The Dean of Arts & Sciences has committed multi-year funding in support of a Distance-Learning Language Initiative (Haitian Creole, K'iche' Maya) and for a new program of Culture and Language Across the Curriculum (p. 20). CLACS also received two Mellon Partnerships in a Global Age grants: \$31,500 for "Democratizing Knowledge Production in Latin American and Caribbean History" (a collaboration with the *Hispanic American Historical Review*, *HAHR*) and \$40,000 for "Hemispheric Indigeneity in Global Terms." Duke fully or partially supports 6 Latin American Studies staff positions including a shared Special Events Coordinator position with the School of the Environment and a part-time Managing Editor for the *HAHR* now based at Duke.

**§1A2-3 Support for Teaching Staff and Library.** In addition to the support listed in Table 1.1, our teaching and library staff receives funding through university research, travel, and publication grants. Recent awards from these programs are detailed in Appendix B and §5.

**§1A4 Linkages with Institutions Abroad.** UNC and Duke participate in over 100 linkages with institutions in Latin America (see examples in Tables 1.2 and 2.4). Recent developments of note include 1) an academic year exchange with the University of Guanajuato, the most affordable and accessible UNC Study Abroad program, 2) UNC-Universidad de San Francisco de Quito Galápagos Science Center, a state-of-the art research facility completed in 2012, 3) Duke Brazil

<b>Table 1.2 Sample of Institutional Linkages (not including Study Abroad), 2012-13</b>			
<b>Country</b>	<b>Activity</b>	<b>Affiliation</b>	<b>Field(s)</b>
Argentina	Exchange	Duke/Tucumán Provincial Ministry of Health	Public Health
	Exchange	UNC/Pontificia U. Católica	Journalism
Andes	Research	UNC/Instituto Geológico Minero y Metalúrgico	Sciences
Bolivia	Exchange	UNC/U. Católica Boliviana Santa Cruz	Public Health
Brazil	Research	Duke/Confederação Nacional de Indústria	Global Governance
	Exchange	Duke/Instituto Rubens Gerchman	Arts and Humanities
	Exchange	Duke/U. Federal Fluminense	Sciences
	Research	Duke/U. Federal de Minas Gerais	Environment
Chile	Training	UNC/Federal U. de Bahia/U. São Paulo	Public Health
	Exchange	Duke/Pontificia U. Católica de Chile	Global Governance
	Research	UNC/SOAR Inter-American Observatory	Astronomy & Physics
Colombia	Research	UNC/Colombian Neonatal Research Network	Medicine
Costa Rica	Research	Duke/Ministry of Foreign Trade	Global Governance
Cuba	Research	UNC/U. de La Habana	Marine Sciences
Dom. Rep.	Research	UNC/Centro de Orientación e Investigación Integral	Public Health
Ecuador	Research/ Training	UNC/National Secretariat of Higher Education, Science, Technology & Innovation of Ecuador	Sciences
Guatemala	Research	Duke/Coordinadora de Organizaciones de Desarrollo	Public Health
	Research	UNC/Centers for Disease Control/U. del Valle	Public Health
Haiti	Research	Duke/Family Health Ministries in Haiti	Public Health
Honduras	Training	Duke/Heifer International Tegucigalpa	Medicine
	Research	UNC/Ministerio de Salud de Honduras	Medicine
Mexico	Research	Duke/Instituto Tecnológico de Monterrey	Sociology
	Exchange	Duke/Centro de Investigación y Docencia Económicas	Political Science
	Training	UNC/UNAM-Mérida	Language
	Research	UNC/Tecnológico de Monterrey	Pharmacy
	Research	UNC/U. de Guanajuato	History
Nicaragua	Training	UNC/U. de Nicaragua, León	Nursing
Panama	Research	UNC/U. de Panama	Dentistry
Peru	Research	Duke/Manu National Park	Environment
Venezuela	Research	UNC/U. de Barlovento	Afro-Lat Am Culture
West Indies	Training	Duke/U. of the West Indies	Nursing

Initiative, which promotes research exchanges and university-industry collaborations, and 4) Duke-International Institute for Neuroscience of Natal (Brazil) research where scientists are working on a mind-controlled exoskeleton to help paralyzed patients walk again. The exoskeleton debuted at the 2014 World Cup with the ceremonial first kick. CLACS also hosts annual Mellon Visiting Professors, such as economist Patricia Northover (2014, Jamaica), environmental economist María A. Vélez (2013, Colombia), and artist Edouard Duval Carrié (2012, Haiti). Both universities regularly host high profile short-term visitors. UNC hosted Brazil's former Minister of Culture Gilberto Gil (2010) and Cuban musician Chucho Valdés

(2012). In 2013, Duke hosted Donna J. Hrinak, former U.S. Ambassador to Brazil, Venezuela, Bolivia and the Dominican Republic, and Frank Mora, former U.S. Deputy Assistant Secretary of Defense for the Western Hemisphere. In 2013 Duke hosted former Haitian Prime Minister Michèle Pierre-Louis. Recent visiting diplomats-in-residence at Duke and UNC have included Stephen R. Kelly who was previously Deputy Chief at the U.S. Mission to Mexico, and Patrick Duddy, the most recent U.S. Ambassador to Venezuela. Both were hired by Duke for adjunct faculty positions and actively participate in Consortium activities.

**§1A5 Support for Outreach.** In addition to the Consortium's dynamic outreach program (see §7), our universities devote significant support to outreach initiatives. UNC World View works to integrate a global perspective into the K-12 and community college curriculum across North Carolina. The UNC School of Education's LearnNC provides on-line access to the most innovative practices in K-12 education. The UNC-system Center for International Understanding develops programs to connect business, policy, and education leaders to international best practices that inform policy and action. The Duke-Durham Neighborhood Partnership sponsors summer trips (2014, Mexico) for Durham school teachers. They also sponsor *Enlaces Latinos* to provide a support network for Hispanic students and their parents in grades 4-7 in six local schools. The Consortium works with these units to develop programs (see §7-8, Budget).

**§1A6 Financial Support for Graduate Students.** Doctoral students are admitted with departmental fellowships that include remission of tuition and fees as well as stipends. Both Graduate Schools offer grants and fellowships to encourage diversity, which includes the UNC North Carolina Minority Presence Fellowship and Duke Dean's Award for Inclusive Excellence. The Graduate Schools cover the difference in tuition and fees for FLAS awardees in Arts & Sciences and, at UNC, also for professional school students. At ISA, additional language training funds



are available for students who are not FLAS eligible. At Duke, CLACS negotiated arrangements with the School of the Environment, the Duke Center for International Development (Public Policy School), and the Master's in Global Health program to cover the difference in tuition and fees for 1-2 FLAS students in each of their programs. ISA and CLACS offer 10 top-up grants each year to aid departments in the recruitment and retention of exceptional Latin Americanist students, particularly those who are underrepresented in their field. As of 2014, the Duke Graduate School offers all first- and second year PhD students at least \$5,500 summer research funding; they may apply for research funding in subsequent years. UNC offers \$3,000 summer funding for the first three years. Students are also eligible to apply for Graduate School research or writing fellowships on both campuses. We facilitate student research in the region with support from Tinker, Mellon, the UNC and Duke Graduate Schools, the UNC Dean's Office of Arts and Sciences, the Duke Office of Global Programs and Strategies, and private donors. CLACS and ISA awarded over \$115,000 in 2014 to students to support their research.

## **§2 Quality of Curriculum Design**

### ***§2A1-2 Latin American/Caribbean Instruction in Undergraduate Programs & Requirements.***

The BA and undergraduate certificate programs at UNC and Duke are designed within an interdisciplinary framework and a commitment to rigorous language training. The programs' requirements serve to ensure that upon completion students will have a robust command of language skills and a broad range of methodological and disciplinary perspectives (see Table 2.1). An increasing number of our students join honors programs requiring a combination of primary research, advanced coursework, and a senior thesis, and apply to ISA, CLACS, and other university sources for grants to conduct research or study in Latin America (see §2B2). At UNC, Latin American Studies core courses are taught by senior faculty who dedicate ¼ teaching

<b>Table 2.1: Undergraduate Programs, Participation Rate, Requirements: 2010-14</b>	
<b>Program/Participation</b>	<b>Requirements</b>
Certificate in Latin American Studies (Duke) 21 certificates awarded	<ul style="list-style-type: none"> <li>• 5 area courses including Gateway; Interdisciplinary Capstone Seminar; and upper level courses</li> <li>• 3 courses in Spanish, Portuguese or French or 2 LCTL courses (e.g., Haitian Creole or Maya)</li> </ul>
Major/Minor: International Comparative Studies Latin America concentration (Duke) 40 degrees awarded	<ul style="list-style-type: none"> <li>• 10 area courses (5 for Minor) including Gateway; Interdisciplinary Capstone Seminar; and upper level courses</li> <li>• 4 courses (2 for Minor) in Spanish, Portuguese, French or Haitian Creole</li> </ul>
Major/Minor: Spanish/Latin American Studies, Romance Studies (Duke) 28 degrees awarded	<ul style="list-style-type: none"> <li>• 7 language/literature courses (5 for Minor) taught in Spanish (including Survey and 3 upper-level courses)</li> <li>• 3 Latin America area courses from outside department</li> <li>• Proficiency in Portuguese strongly encouraged</li> </ul>
Major: Brazil and Global Portuguese Studies, Romance Studies (Duke) New major starting Fall 2014	<ul style="list-style-type: none"> <li>• 10 courses total, including 6 language/literature courses taught in Portuguese</li> <li>4 Brazil-focused area courses from outside department</li> <li>At least 8 courses overall above 300-level</li> </ul>
Major: Global Studies, Latin America (UNC) 214 degrees awarded	<ul style="list-style-type: none"> <li>• 10 area courses (4 on Latin America) including Gateway, Interdisciplinary Capstone Seminar and upper level courses</li> <li>• 6 courses, or equivalent, in 1 modern language or 4/2 courses, or equivalent, of two modern languages</li> </ul>
Major: History, Latin America (new track) New track as of Fall 2013	<ul style="list-style-type: none"> <li>• 10 history courses (6 on Latin America) including the Interdisciplinary Capstone Seminar and upper level courses</li> </ul>
Major: International Business, Latin America (UNC) 60 degrees awarded	<ul style="list-style-type: none"> <li>• 6 area courses including study abroad or global immersion</li> <li>• 4 language courses, or equivalent, including Working Language Spanish for Beginners</li> </ul>
Major: Latin American Studies (UNC) 41 degrees awarded	<ul style="list-style-type: none"> <li>• 10 area courses including Interdisciplinary Capstone Seminar and upper level courses</li> <li>• 5 courses, or equivalent, in Spanish, Portuguese or Maya</li> </ul>
Major: Religious Studies: Religion in the Americas (UNC) 10 degrees awarded	<ul style="list-style-type: none"> <li>• 9 religious studies courses: 6 inter-disciplinary and 3 upper level courses including Capstone Seminar.</li> <li>• 4 language courses, or equivalent, in relevant language.</li> </ul>
Major: Romance Languages (UNC) Track 1: Hispanic Literature and Cultures Track 2: Spanish Linguistics Track 3: Portuguese  Minor: Romance Languages (UNC) Track 1: Hispanic Studies Track 2: Spanish for the Professions Track 3: Portuguese 429 major degrees; 729 minor awarded	<ul style="list-style-type: none"> <li>• 8 upper level courses including Capstone Seminar. 50% (or more) of coursework focuses on Latin America (Brazil for Portuguese track)</li> <li>• Prerequisite: 4 Spanish or Portuguese courses.</li> <li>• 5 courses including upper level Spanish or Portuguese</li> <li>• Prerequisite: 5 Spanish or Portuguese courses.</li> </ul>

load to the major (F. Babb, L. Pérez, C. Radding, Z. Vargas). In addition, a Graduate Assistantship offers a regular, graduate student-designed Latin American Studies course. For the Duke Certificate the capstone seminars are currently taught by Ambassador Patrick Duddy (U.S. Policy in Latin America) and Professor John French (Latin American Left Turns). Both certificates focus on politics and history of the region.

## ***2A3-4 Training Options for Graduate & Professional School Students and Program***

**Requirements.** Graduate students specialize in Latin America throughout the departments of Arts & Sciences and the professional schools. Over the past five years, at least 155 Master's theses and dissertations have focused on the region (120 Arts & Sciences; 35 Professional Schools) at both schools. At UNC, students may earn an MA or PhD degree in Latin American History or Religion in the Americas. Students who enroll in academic or professional degree programs can simultaneously earn a UNC or Duke Graduate Certificate in Latin American Studies. At UNC,

<b>Table 2.2 Latin American Studies Graduate Certificates: 2010-14</b>	
<b>Program/ Level of Participation</b>	<b>Requirements</b>
Duke Graduate Certificate in Latin American and Caribbean Studies 21 awarded (15 professional schools)	<ul style="list-style-type: none"> <li>• 6 courses focused on region (18 credits total)</li> <li>• Approved thesis prospectus or equivalent on a Latin American/Caribbean topic</li> <li>• Demonstrated proficiency in a language of region</li> </ul>
UNC Graduate Certificate in Latin American Studies 30 awarded (14 professional schools)	<ul style="list-style-type: none"> <li>• 5 courses focused on region (15 credits total)</li> <li>• Completion of thesis, dissertation or equivalent on a Latin American/Caribbean topic</li> <li>• Advanced Proficiency in Spanish or Portuguese</li> </ul>

the majority  
of students  
seeking the  
certificate  
specialize in

Geography, History, Political Science, Public Health, and Romance Languages. At Duke, Master of International Development Policy and Master of Liberal Studies students often work toward the graduate certificate, as do Ph.D. students in History, Cultural Anthropology, Literature, among others. In Fall 2014, UNC will inaugurate a Global Master's program designed to train students in issues including global and regional economies, human rights, health and environment, and an M.Ed. in International Education focused on international education systems, curricular design, and cross-cultural competence. ISA has participated in student recruitment for these new programs. In Fall 2014, Duke will inaugurate a Brazil-focused PhD track within the Department of Romance Studies. CLACS will help to recruit students through the Duke Brazil Initiative and the Global Brazil Humanities Lab.

<b>Table 2.3 Professional Training Programs &amp; Participation Rates in Latin America since 2010</b>
<b>UNC School of Dentistry</b>
Service-learning programs: <i>Dental Mexico Project</i> and <i>Brazil Oral Research</i> initiative (60 students)
<b>UNC School of Education</b> 17 <sup>th</sup> National Council on Teacher Quality, middle and high school teacher training
M.Ed. in International Education (as of Fall 2014)
<b>Duke Fuqua School of Business</b> 14 <sup>th</sup> overall, USN&WR, 2014
<i>Global Academic Travel Experience</i> courses for MBA students with trips to Argentina, Brazil, Chile, Peru (88 students). <i>Doing Business in Latin America</i> , Latin American Students Association annual conference.
<b>UNC Gillings School of Global Public Health</b> 1 <sup>st</sup> public; 2 <sup>nd</sup> overall, USN&WR; 1 <sup>st</sup> Public, Kiplinger's; #8 Best Value in Public, Princeton Review
MA and PhD concentrations in <i>Global Health</i> or <i>Graduate Certificate in International Development</i> (with a specific regional focus). The <i>Gillings Global Gateway</i> offers partnerships in 14 Latin American countries as priority areas for research, teaching, and service. (30 students)
<b>UNC School of Journalism &amp; Mass Communication</b> listed among premier programs (ACEJMC, 2009)
Graduate Certificate in International Development and classes through the Instituto de Comunicación Social, Periodismo, y Publicidad at Pontificia Universidad Católica Argentina. (40 students)
<b>UNC Kenan-Flagler Business School</b> tied 9 <sup>th</sup> for Executive MBA, USN&WR, 2014
Joint <i>GlobalOneMBA</i> degree with Fundação Getulio Vargas (Brazil) and Tecnológico de Monterrey (Mexico) includes residencies in Latin America; <i>Global Business Projects</i> , an action-based learning course with site in U. do Vale do Rio dos Sinos (Brazil); Short-term <i>Doing Business</i> class at U. Torcuato di Tella (Argentina), Instituto Panamericano de Alta Dirección de Empresa (Mexico), and Pontificia Universidad de Chile. (397 students)
<b>UNC School of Law</b> listed among the most diverse, USN&WR, 2014
<i>Immigration and Human Rights</i> , offers clinic training—primarily Central American and Mexican case work; international legal research projects such as <i>Gender and the New Cuban Economy</i> and <i>Bi-national Legal Claims to the Mexican Consular Services</i> ; and 11 Latin American-based study/practice abroad programs. (30 students)
<b>UNC School of Medicine</b> 2 <sup>nd</sup> overall, USN&WR, 2014
Offers <i>Global Health Modules</i> , <i>Medical Spanish</i> courses (500 students), and internships in Latin America programs (65 students).
<b>Duke School of Medicine</b> 8 <sup>th</sup> for research, USN&WR, 2014
Inter-disciplinary <i>M.S. in Global Health</i> designed for students, researchers, policy makers, and practitioners, who choose a field experience abroad including partners in Costa Rica, Guatemala, Haiti, Honduras, Mexico, and Nicaragua; <i>Exploring Medicine in Foreign Cultures</i> course with 10-day field trip to Honduras. (60 students)
<b>Duke Nicholas School of the Environment</b>
Joint Environment/Public Policy <i>PhD on Environmental Policy</i> (UPEP) – CLACS and UPEP award at least 1 fellowship to a Latin Americanist student every year. Additional PhD programs focus on <i>Ecology</i> , <i>Marine Sciences</i> , <i>Conservation</i> , and <i>Earth and Ocean Sciences</i> . Professional degrees include <i>Master of Environmental Management</i> and <i>Master of Forestry</i> .
<b>UNC School of Nursing</b> tied 4 <sup>th</sup> overall, USN&WR, 2011 last reviewed
<i>Health Care in Global Health</i> course offers sections in Guatemala and Honduras; intermediate and advanced level Spanish with an emphasis on language skills for health professionals (90 students).
<b>Duke School of Nursing</b> tied 7 <sup>th</sup> overall, USN&WR, 2011 last reviewed
International training/research programs (Barbados, Guatemala, Honduras, Jamaica, Nicaragua)
<b>Duke Sanford School of Public Policy</b>
<i>Masters in International Development Policy</i> and <i>Global Public Policy</i> MA programs prepare individuals for careers in foreign policy, international development, trade, human rights, democratization, and security and humanitarian intervention. (22 students working on Latin America)
<b>UNC School of Social Work</b> tied 5 <sup>th</sup> overall USN&WR, 2012 last reviewed
Offers summer study abroad opportunities in Costa Rica, Cuba, Honduras, Mexico, and Nicaragua; service project in Haiti; and a <i>Certificate in Global Transmigration</i> .

Both ISA and CLACS actively recruit participation from the professional schools and underrepresented fields. ISA currently supports assistantships for students from Anthropology, Sociology, Regional Planning, and the School of Social Work. CLACS Fellowships support students in Environmental Policy, History, and Romance Studies (Brazil studies). We make a special effort to award FLAS Fellowships to professional school Master's degree students on both campuses. The Consortium's Faculty-Student Research and Training Working Groups (WGs) play a critical role in incorporating interdisciplinary training options for graduate students working on Latin America (e.g., cross-campus discussion of research, coordination of teaching, and publication). The WGs regularly host presentations by notable Latin American scholars and offer at least one graduate student-organized symposium (see §3C). The Consortium's Annual Conference offers another venue for professional development for graduate students (35+ students present annually) and, in the last four years, the Consortium funded travel for over 100 students presenting the results of their work at professional conferences (e.g., Latin American Studies Association, Modern Language Association, Haitian Studies Association, and the Symposium on Sea Turtle Biology and Conservation).

**§2B1: Academic and Career Advising.** Consortium faculty and staff assist students as they compete for grants, contacts, internships, study, research, and career opportunities. ISA and CLACS ensure that our grantees comply with all Institutional Review Board regulations. Our faculty serve as mentors throughout the students' academic careers, sharing insight and information designed to expand the intellectual horizons of students and their ability to conduct research in Latin America. Core Latin Americanist faculty work closely with the Academic Advising Offices. Our staff and librarians advise students through information posted on the Web site and listserv, information sessions, specialized conference panels (e.g., Copyright and

Academic Publishing), classroom presentations, and individual meetings. At UNC, the ISA Associate Director serves as Director of Undergraduate Study for the Latin American Studies major and advises graduate and professional students. She coordinates with the general education Academic Advisors, Study Abroad Office Latin America Advisors, and departmental Directors of Graduate Studies. Through an Alumni Portal, ISA graduates stay connected with one another and receive information about resources and opportunities. The CLACS Assistant Director advises undergraduate and graduate certificate students. In 2010, Duke instituted the Global Advising Program to provide specially trained advisors to assist students in making intentional use of opportunities available for addressing global challenges and building intercultural competencies. One of the four global advisors is a Latin American specialist.

The UNC and Duke Career Centers provide extensive counseling, including resource libraries, on-line services, workshops, and on-campus recruiting specifically geared toward students seeking foreign opportunities. The UNC Area Centers collaborate with the UNC Career Services Office (CSO) to provide faculty expertise at CSO career sessions. CSO also maintains International Internship resources for students seeking opportunities abroad. At Duke, professional schools such as the Sanford School of Public Policy, the Nicholas School of the Environment, and the Global Health Institute have 32 full-time career and internship advisors who work with students pursuing international training and career paths. CLACS is developing an alumni network to provide internship and career mentoring for our students.

***§2B2 Research Opportunities and Study Abroad.*** ISA and CLACS provide funding for undergraduate research and study abroad in Latin America through annual competitions. Since 2010, 39 UNC and 39 Duke undergraduate students have received grants through our endowed programs. In addition, the UNC Office of Undergraduate Research (OUR) provides opportunities

for students to engage in research, mentored scholarship, and creative performance. Led by ISA-affiliate, Associate Dean K. Perreira, OUR helps students present their research results through publications, poster, and conference sessions. University-wide, over 45 undergraduate projects focused on Latin America in the past four years. At Duke, the Undergraduate Research Support Office serves a similar purpose. Fifty-six additional awards for research and training in Latin America were made through University-wide competitive programs such as the Dean's Summer Research Fellowships and the Mellon Mays Fellowships.

Both universities strongly encourage study abroad to enable undergraduates to appreciate international contributions to knowledge and operate effectively within a transnational and multicultural environment. At Duke, 43% of undergraduate students study abroad for academic credit, as do close to a third of UNC students. Study abroad fairs, peer advising, and post-travel reflection courses play an important role in fostering a culture of global education. During 2012-13, UNC offered 6 programs and coordinated with 34 programs offered by other institutions' study abroad and summer language programs in the Americas; at Duke 4 faculty-led programs and 18 approved programs were offered (see Table 2.4). UNC and Duke Study Abroad programs attract undergraduate and graduate students from universities across the country. They receive academic credit while remaining enrolled at their home institutions, and apply financial aid toward program costs. The year-old Duke in Brazil summer program is held partly in Rio de Janeiro (focusing on social issues) and partly in the Brazilian Amazon (focusing on environmental issues). New creative Study Abroad initiatives being launched in 2014-15 include UNC-U. of Guanajuato Exchange Program, the most affordable program at UNC, which will cost less than an Academic Year semester on campus; and UNC School of Education 4-week Student Teaching in Elqui Valley, Chile in collaboration with the Fundación Educacional Oportunidad.

Both campuses offer options to students participating in independent research and international engagement. UNC GO! Initiative provides intercultural competency and ethics training for students not formally enrolled in Study Abroad (33% of participants travel to Latin America).

<b>Table 2.4 UNC &amp; Duke Study Abroad Options &amp; Enrollment since 2010</b>				
<b>Country</b>	<b>UNC</b>		<b>Duke</b>	
	<b># of Programs</b>	<b>Students Enrolled</b>	<b># of Programs</b>	<b>Students Enrolled</b>
Argentina*	7	64	7	37
Bolivia	1	4	1	1
Brazil*	3	20	3	16
Chile*	6	76	3	9
Costa Rica*	3	76	3	59
Cuba	1	4	-	-
Ecuador*	4	156	3	23
Guatemala	-	-	1	1
Mexico*	3	80	-	-
Panama	-	-	1	1
Peru	2	60	4	4
TurksCaicos*	1	4	1	2
Uruguay*	2	12	-	-
Venezuela	1	12	-	-
<b>Total</b>	<b>34</b>	<b>568</b>	<b>28</b>	<b>153</b>
*Includes options for: Journalism, Medicine, Nursing, Public Health, STEM and/or Honors.				

DukeEngage provides full funding for select Duke undergraduates who wish to pursue an immersive (8 week minimum) service experience in partnership with a U.S. or international community. Of the 29 international DukeEngage programs offered in summer 2013, eight were in Latin America (87 students). The CLACS Assistant Director directs the Chile program. Students work with a group of NGOs in Santiago dedicated to poverty alleviation via business education. The Colombia program is directed by a former CLACS staff member. Also in the past two summers, students affiliated with the

Duke and UNC chapters of Engineers without Borders worked with a community in Honduras to design and build a health clinic; and in Bolivia to design and build a bridge so that farmers can transport their crops to market during the rainy season.

We award FLAS and other fellowships to support language training for our undergraduate, graduate and professional school students through programs offered by our own and other universities. Since 2010, 120 students have studied Creole, Guaraní, Maya (Kaqchikel, K'iche', and Yucatec), Miskito, Nahuatl, Portuguese and Zapotec (see §1A6 for financial support to students and §4 for language programs).



### §3 Quality of Non-Language Instructional Program

#### *§3A1-2 Extent of Course Offerings across Disciplines and Professional Schools.*

The Consortium provides comprehensive disciplinary and regional coverage of Latin America (see Tables 3.1 and 3.2). Academic departments and professional schools teach 304 non-language courses with at least 25% Latin America content (186 have 50-100%). In 2012-2013, our course enrollments were 8,644 out of a combined student body of 42,600. We offer 81 Latin America-content courses in the

professional schools.

Table 3.1 Non-Language Latin America Courses, 50-100% by Region/Country						
# of Courses	Andes	Brazil	Caribbean	Central America	Mexico	Region
	9	20	34	14	18	91

Regularly offered courses at UNC include “Mass Communication in Mexico,” and at Duke “Exploring Medicine in Foreign Cultures,” with a focus on Honduras (supported by NRC funds). Duke’s School of the Environment will add “Waste: Visual and Environmental Representations in the Americas and Beyond” in 2015 (see Table 2.3).

*§3B Specialized Course Coverage within Disciplines.* The Consortium offers specialized courses in 34 Arts and Sciences disciplines (see Table 3.2 and Appendix A). Thirteen departments, African American Studies, Anthropology, Art, Comparative Literature, Geography, History, Latin American Studies, Political Science, Public Policy Studies, Religious Studies, Haitian Creole, Portuguese and Spanish, offer a progression from introductory through advanced-level courses. At the graduate level, we offer specialized non-language courses in 14 departments and six professional schools, and faculty members often coordinate offerings and serve on graduate committees at the other campus. To enable students to register at either campus, the Consortium provides Latin America-content course lists every semester, the Universities operate on a similar academic calendar, and they provide bus service twice hourly. Inter-institutional registration makes up about 10% of overall registration.

<b>Table 3.2 Number of Non-Language Courses by Discipline and Percentage of Latin America-content</b>					
<b>Discipline</b>	<b>50-100%</b>	<b>25-49%</b>	<b>Discipline</b>	<b>50-100%</b>	<b>25-49%</b>
African American Studies	10	5	Journalism/Communications	4	2
American Studies	-	1	Law	1	2
Anthropology	15	16	Linguistics	2	-
Art/Music/Film/Dance/Drama/ Documentary Studies	16	9	Literature/Romance Studies (taught in English)	9	7
Biology	5	8	Planning	2	3
Business/Economics	6	5	Political Science	9	6
Education	1	2	Public Policy	8	12
Environment/Ecology/Geology	14	9	Religion	2	4
Geography	4	6	Social Work	-	1
Health Professions	8	6	Sociology	1	5
History	36	6	Women's Studies	3	2
International & Area Studies	18	4	Writing/Honors Programs	7	2
			<b>Total</b>	<b>182</b>	<b>122</b>

**§3C Interdisciplinary Courses Offered.** Interdisciplinary work has been a hallmark of the Consortium since it was established in 1989. Courses are regularly cross-listed, team-taught and/or utilize interdisciplinary approaches (including 122 captured in Appendix A). Over a third (63 of 168) of our faculty hold joint appointments or shared teaching loads across departments. The undergraduate Latin American Studies curricula are multi-disciplinary by design and require interdisciplinary gateway and capstone courses. In 2013 the UNC American Indian Studies major expanded its focus beyond the United States and Canada. Renamed the American Indian and Indigenous Studies major, it offers interdisciplinary courses with Latin America faculty from Anthropology, Linguistics, and Romance Languages. The creation of the Haiti and Global Brazil Humanities Labs and the new courses they generated at Duke have strengthened our ability to offer interdisciplinary perspectives in these areas. Latin American Graduate Certificate students are required to take courses from various disciplines. The new Global MA at UNC will work with faculty from over 10 departments and is designed to offer multi-disciplinary perspectives. On both campuses, Latin Americanist faculty and graduate students have been leaders in a multidisciplinary seminar on Hemispheric Indigeneity, a project that explores indigenous knowledge production in a globalized framework. It has received funding at Duke from Mellon

and institutional support at UNC. The Consortium's Research and Training Working Groups (WGs) are designed to foster a cross-campus, interdisciplinary community of Latin Americanists. WGs focus on themes of common interest and must demonstrate cross-disciplinary participation. Current WGs are: Abya Yala: Indigenous Rights and Identity; America and Its Languages; Latina/o Transnational Labor, Politics, and Gender; Post-neoliberal Transformation: Civil Society and Political Parties; Reproductive Justice and Migration in the Americas; Social Cartographies of Latin America; and The Environment in Latin America, which has successfully integrated natural and social scientists.

**§3D1 Number of Non-Language Faculty.** Since 2010, 13 non-language core faculty have joined our universities in tenured or tenure-eligible positions (a net gain). Recent senior hires include at UNC: F. Babb (Anthropology) and E. Olson (Geography). Eleven new junior hires include faculty in Education, Geography, History, Music, Religious Studies, Sociology, and Women's Studies plus two professional schools, Environment and Medicine. These faculty deepen our coverage in the Andes, Brazil, Caribbean, Central America, Ecuador (Pacific coast), and Mexico. The UNC Department of Political Science has approved a search for a new Latin Americanist for next year; Anthropology, Geography, Political Science are committed to participate in the search for a Brazil specialist (§8 and Proposed Budget).

**§3D2 Pedagogy Training for Instructional Assistants.** The UNC professional development guidelines for Teaching Assistants (TAs) address selection, training, supervision, and evaluation of TAs. Less qualified TAs start as Instructional Assistants and progress through several levels to become a Senior Teaching Fellow who teaches a self-designed course. Technical training is coordinated through departmental pedagogy courses and workshops offered by the Center for Faculty Excellence (CFE) that focus on course design and planning, instructional methods,

commonly used and emergent technologies, grading, and evaluation. TAs are assigned to a faculty mentor who provides ongoing supervision, classroom observation, and feedback. TAs are also evaluated by their students. The CFE provides support in the development of evaluation instruments and training for faculty mentors. At Duke, to supplement TA training offered by academic departments, the Graduate School offers courses and programs to enhance students' skills in teaching and technology in collaboration with the Center for Instructional Technology and the Link Teaching and Learning Center, among others. A Certificate in College Teaching is offered. Beyond training at Duke, the Preparing Future Faculty program provides an opportunity for advanced PhD students to receive mentoring about faculty roles and responsibilities by interacting regularly with faculty mentors at nearby partner institutions (Durham Tech Community College, Guilford and Meredith Colleges and Elon and NC Central Universities). The outstanding classroom skills of our combined Latin Americanist faculty and graduate students have been recognized often. In the past four years, our faculty including Consortium co-Director D. Clements and a Duke group of Spanish instructors have earned six teaching awards.

#### **§4 Quality of the Language Instructional Program**

UNC and Duke advance development of language proficiency in five ways: 1) performance-based education in basic, intermediate, and advanced language courses; 2) Language Across the Curriculum; 3) integration of instructional technologies and multimedia materials; 4) Study Abroad; and 5) experiential and extra-curricular learning opportunities (e.g., civic engagement/service-learning, language residence halls and clubs). In addition, our universities increasingly support the development of real-time distance learning. In 2013, Duke formed a less commonly taught languages distance learning partnership with the University of Virginia including Haitian Creole. Vanderbilt University will join the partnership in 2015, offering K'iche' Maya.

***§4A1-2 and 4B1 Languages Offered, Enrollment and Levels of Training.*** At both universities, a majority of undergraduates enroll in language courses near the beginning of their academic careers, the core undergraduate curricula on both campuses require language training beyond intermediate level, and an increasing number of entering students place out of elementary Spanish. These factors enhance our ability to promote learning through advanced proficiency and to offer other languages of the region through Levels 1-3 (see Table 4.1).

***Spanish:*** As the most commonly taught language, Spanish is offered from elementary to advanced levels through a variety of options including intensive, accelerated, and, at UNC, hybrid online courses for Spanish 101-102. The hybrid program incorporates online interactive materials, in-classroom lectures, and fact-to-face faculty-led sessions every week. Hybrid students outperformed their peers in traditional courses in the reading and writing components. Advanced Spanish undergraduate students can pick from a variety of literature, culture, history, Spanish for the professions, service-learning, and Language Across the Curriculum courses or discussion sections. At the graduate level, UNC offers specialized courses in health fields including the Comprehensive Advanced Medical Program of Spanish, which includes field experience for doctors in Latino communities and a similar Nursing program that takes students to Guatemala and Honduras; and business which offers beginners and intermediate Spanish and culminates with a two-week immersion in Costa Rica. At Duke, the Medical and Nursing Schools offer beginning through advanced Medical Spanish courses; the Law School offers Legal Spanish; and the Spanish Language Program offers a Spanish Health and Culture course.

UNC and Duke currently offer instruction on campus in three less-commonly taught languages: **Haitian Creole, Portuguese, and Yucatec Maya. K'iche' Maya** will be offered in

2015 through the distance-learning partnership with Vanderbilt. We collaborate in the Eastern **Nahuatl** Consortium to expand academic year course offerings (see §8). Finally, a working group on **Guaraní** formed in 2012 in response to growing faculty and graduate student interest at UNC. Both Duke and UNC have awarded summer FLAS Fellowships for the study of Nahuatl

<b>Table 4.1 Languages Taught at Duke-UNC, 2012-13</b>			
<b>Language</b>	<b>Level ◇</b>	<b>Enrolled Students*</b>	<b>Course Offerings</b>
Haitian Creole ●	1-2	32	▪3 Language/Lit/Linguistics ▪ Fourth semester offered as independent study, on demand
Portuguese	1-5	1057	▪35 Language/Lit/Linguistics ▪2 Business
Spanish	1-5	8784	▪115 Language/Lit/Linguistics ▪19 Business/Education/Law Health/Medicine ▪7 Language Across the Curriculum sections
Yucatec Maya	1-3	24	▪1 Language/Lit/Linguistics ▪3 Latin American Studies
<b>Total Enrollment</b>		<b>9873</b>	<b>Total Courses      185</b>
Since 2010 additional language training supported for Guaraní, Maya (Kaqchikel, K'iche', Mam), Miskito, Nahuatl, and Zapotec through FLAS, Study Abroad and other sources.			
◇ Level 1=1 yr. of study or equivalent instruction; Level 2=2 yrs. of study or equivalent instruction, etc. *Enrollment totals do not include Literature in Translation courses. ● Partial NRC support.			

and Guaraní and we will offer them for K'iche' Maya in the future.

**Haitian Creole:** Duke offers three semesters of Haitian Creole, beginner through intermediate. The Haitian Creole courses are taught at Duke and also as distance learning courses to students at the University of Virginia. Students requiring a fourth semester have taken it as independent study; beginning 2014-

15, the 4th semester will become a regular offering (see §8). This sequence of Haitian Creole advances students' communicative abilities and integrates cultural materials in Creole. CLACS and ISA both regularly award AY FLAS Fellowships for the study of this language. Since 2010, the Haiti Humanities Lab, an interdisciplinary effort involving pedagogy, research, and field practices led by L. Dubois and D. Jenson, brings together specialists from Caribbean and Creole Studies, Global Health, Law, and Virtual Informatics to address current issues in Haiti.

**Portuguese:** In 2012-2013 Duke hired two new tenure-track faculty in Portuguese (L. Aidoo and G. Furtado). UNC's Portuguese language program boasts one of the largest enrollments in the

country, with nearly 1,000 students in 2012-13. On both campuses, 35 courses in Portuguese were offered including intensive, accelerated, literature, and culture courses. The UNC Portuguese Program coordinates with programs across the state as part of the Portuguese Study Consortium, a formal agreement to share resources and strengthen faculty and student networks.

***Yucatec Maya:*** UNC continues to fully support the tenured Maya linguistics position (D. Mora Marín) seeded with NRC funding in 2004. We offer academic year Mesoamerican linguistics courses annually including Beginning Yucatec Maya in alternating years. Students are able to take the course and to continue to intermediate proficiency and beyond by enrolling in the Yucatec Maya Summer Institute. The Summer Institute offers three levels of instruction. Since 2008 when advanced level was introduced, 57 beginning, 35 intermediate, 24 advanced students have enrolled (from universities nationwide). Today, over 45 program alumni teach Yucatec Maya language or culture courses across the U.S.

***§4B2 Options in Disciplines beyond Language, Linguistics, and Literature.*** Since 2010, the UNC Language Across the Curriculum (LAC) program has enabled more than 278 students to integrate high-level Spanish language skills into interdisciplinary coursework in Anthropology, Art, Business, Environmental Studies, Global Studies, History, Interdisciplinary Studies, and Political Science. LAC courses can be full classes (3 credits) or discussion sections of classes in Arts & Sciences (1 credit) where all work is in the target language. In 2010, we introduced an Environment section which is now offered every semester given the high level of interest. We propose to expand the UNC LAC program to add new, interdisciplinary language components to undergraduate research intensive courses (see §8). The research intensive program provides selected courses with a language TA to guide undergraduates through the research process in the target language. The new Dean of Arts & Sciences at Duke committed \$100,000 over the next

four years to institutionalize a program of Culture and Language Across the Curriculum that will initially focus on Spanish, French, and possibly Portuguese.

On both campuses, service-learning has long been incorporated as a method to integrate the teaching and learning of languages with meaningful community service. At UNC, 137 students in service-learning intermediate level Spanish courses complete a minimum of 30 hours of supervised service in the Spanish-speaking community. Similarly, Duke's Spanish Service Learning Program offers two intermediate level courses. Students spend at least 20 hours per semester tutoring at public schools. These courses are part of the Community-Based Language Initiative which provides support to language faculty to help integrate community interactions into the curriculum. Students have additional options to combine language training and service-learning through the Study Abroad programs in Mexico (UNC) and Brazil (Duke) and through DukeEngage programs in Chile, Colombia, Guatemala, Nicaragua, and Peru.

***§4C1-2 Faculty in Language Instruction and Performance-based Pedagogical Training.***

<b>Table 4.2 Language Teaching Faculty</b>			
<b>Language</b>	<b>Faculty</b>	<b>Lecturers</b>	<b>TA/Fellows</b>
H. Creole	1	1	-
Portuguese	4	6	2
Spanish	20	18	59
Y. Maya	1	3	4-6

The core faculty who teach language and literature are listed in Appendix B. Spanish Language Program Directors G. Cowell (UNC) and L. Paredes (Duke) supervise a cadre of language coordinators, fixed-

term lecturers and graduate teaching fellows. M. Rector directs the UNC Portuguese program, assisted by coordinator P. Fuentes Lima. The Duke Portuguese program is directed by M. Silva. Haitian Creole is taught at Duke by J. Pierre and D. Jenson. Faculty who teach our Maya courses include: linguists and native speaker F. Briceño; and linguist D. Mora Marín (UNC). They are assisted by a trained team of native speaker TAs. Our language faculty is trained in performance-based pedagogical methods. Many participate in, and offer, professional workshops on



performance-based language education and are leaders in the development of textbooks and multimedia language teaching materials. In 2012, Haitian Creole instructor J. Pierre attended a

Table 4.3 Selected Publications & Teaching Materials	
Faculty	Title(s)
P. Amaral (co-editor)	<i>Portuguese-Spanish Interfaces</i> , UNC Press, (2014)
F. Briceño Chel (co-author)	<i>Manual de Comunicación para Médicos</i> , Ediciones El Otro, (2013) Spanish-Maya
J. Clifford (co-author)	"Meeting the Challenges of Machine Translation." <i>The Language Educator</i> (2013)
G. Cowell (co-author)	<i>¡Anda!: Curso elemental</i> and <i>¡Anda!: Curso intermedio</i> (2013) Prentice Hall
J. González Espitia	<a href="http://www2.lib.unc.edu/wilson/rbc/vargasvila/">http://www2.lib.unc.edu/wilson/rbc/vargasvila/</a>
L. King (co-author)	<i>Para a Frente! An Intermediate Course in Portuguese</i> (3 <sup>rd</sup> Edition 2004)
J. Mack (co-author)	<i>¡A su salud! Spanish for Health Professionals</i> . DVD and textbook (2005)
D. Mora Marín	"Spelling Practices in Mayan Writing." <i>Written Language and Literacy</i> (2010)
L. Paredes (co-author)	<i>Gente: Nivel Intermedio</i> textbook (2013)
R. Perelmutter	"The Answer to Sor Filotea" in <i>Teaching the Works of Sor Juana Inés de la Cruz</i> (2007)
M. Rector (co-author)	<i>Working Portuguese for Beginners</i> (2010)

technology training workshop at Florida International University. That year he also organized a Creole Linguistics Workshop at Duke, which hosted Creole linguistics experts from Haiti and the U.S. The UNC Center for Faculty Excellence and the Language Resource Center, and the Duke Center for Instructional Technology assist faculty to

achieve better teaching and learning outcomes through workshops, one-on-one training, and departmental training sessions.

At UNC and Duke, language pedagogy training for graduate students includes an intensive pre-teaching workshop and semester-long, 3-hour/credit courses that explore second-language acquisition theories and teaching methodologies, with an emphasis on communicative language teaching and proficiency-oriented instruction. Special training is provided to UNC Language Across the Curriculum instructors through a workshop series, a three-credit course (GLBL 789: Teaching LAC), and the Graduate Certificate in LAC Instruction.

**§4D Quality of the Language Program.** Foreign language instruction at UNC and Duke is structured to meet or exceed national goals and to produce proficiency in both productive and

receptive skills and in cultural competence. As recommended by the Association of Departments of Foreign Languages, class size for foreign language instruction is capped at a maximum of 20 students. In beginning courses, instruction is proficiency-oriented and interactive, focusing on rapid acquisition of speaking and listening skills and on grammar sufficient to support these skills. Cultural exposure is introduced via authentic materials: texts, multimedia resources, internet activities, and presentations by native speakers. The outcome at this level is ACTFL equivalent novice-high or intermediate-low for speaking and writing, and intermediate-low to mid for reading and listening as evaluated in part by one-on-one oral interviews with trained instructors. In intermediate courses, students are exposed to longer and more complex cultural and literary media. The focus shifts to skills in writing, reading, and developing grammar and vocabulary, but continues to develop speaking and listening skills. Upon completion, ACTFL equivalency is intermediate-mid to -high or advanced-low for speaking and writing, intermediate -high or advanced for listening, and advanced for reading. One-on-one interviews are conducted for each student at every level, and oral and written tests reflect proficiency goals by requiring students to use the language in authentic contexts and to carry out real-life tasks. Advanced courses follow several tracks, with language and Latin American Studies concentrators generally going on to advanced conversation courses, literature courses, LAC, or specialized seminars taught in the target language. Professional school students can take language for special purposes courses, such as Working Spanish/Portuguese or advanced level teaching methods courses required of Education majors (UNC) and various levels of legal and medical Spanish (Duke).

All our language classrooms are equipped with multimedia capabilities, and provide collections of digitized audio and video materials over the campus network. The UNC Language Resource Center (LRC) and the Duke's Center for Instructional Technology (CIT) offer

technology solutions and educational materials for students and faculty. The LRC and CIT provide online tutorials and workshops on multimedia teaching, equipment training, software/hardware troubleshooting, and using technology to document student proficiency and language development. Students may post class-specific videos for practice and create collaborative projects with peers using text, voice, or video and for self-evaluation.

The UNC LRC's Media Lab, the Duke Link Teaching and Learning Center and the Duke Instructional Technology Lab provide multimedia facilities for student and instructor use. Among the resources featured at these facilities are high-end computer workstations, wireless multimedia classrooms with built-in technology including videoconferencing, region-free or multi-region DVD/CD player, document cameras, iPod/auxiliary wall connection, and instructor PC stations. Faculty and TAs can use them to create digital and multimedia materials for use in teaching. Users may borrow portable equipment and receive training as needed. Duke Latin Americanist faculty including D. Jenson (Haitian Creole) and C. Milián (Spanish) were among the early adapters of the Link Center classrooms. Class sessions and training workshops may be held in the language lab computer facilities and in the language lab viewing room. The Haitian Creole distance learning classes are taught in a classroom equipped with Cisco TelePresence, a high-quality video conferencing system that allows students to see each other on large screens, making it appear as if participants are in the same room. The Consortium's Film Library is also widely used by language faculty on both campuses in classroom instruction and for take home assignments. Students may borrow resources or watch them in-house at ISA.

## **§ 5: Strength of the Library**

**§5A1 Strength of Holdings.** The UNC and Duke Libraries are major regional, national, and international resources. Since 2005, the combined Duke and UNC Latin American library

collection has consistently ranked third in size and actual expenditures for Latin American library collections among the major collections in the United States reporting to the Seminar on the Acquisition of Latin American Library Materials (SALALM).

In the past five years, important library acquisitions at UNC have included indigenous languages and culture materials including Guaraní, Mapuche, and Yucatec Maya. Many of these titles are juvenile literature based on folklore and myths, useful resources for language

<b>Table 5.1 Strength of Latin American Holdings, 2012-13</b>			
<b>Holdings</b>	<b>Duke</b>	<b>UNC</b>	<b>Joint Holdings</b>
Spanish	245,318	208,051	453,369
Portuguese	34,693	57,210	91,903
English/French/Other	85,664	114,840	200,504
Indigenous	578	1,715	2,293
Maps	2,455	20,520	22,975
Films/Videos	2,096	1,637	3,733
Journal Subscriptions	162	126	288
Current Newspapers	3	0	3
Lat. Am. Exchange Partners	0	62	62
Subscription Databases	19	10	29
Spanish e-journals	2,482	2,119	4,601
Portuguese e-journals	924	850	1,774
English e-journals	152	21	173
<b>Total Volumes</b>	<b>366,253</b>	<b>387,095</b>	<b>753,348</b>

acquisition and cultural context. Reference materials, including dictionaries, linguistic atlases and maps have also been collected. Important indigenous film collections from Bolivia, Brazil,

Guatemala, and Mexico were purchased and include the recently restored and released titles from the Archivo Etnográfico Audiovisual del Instituto Nacional Indigenista of Mexico and titles from the Brazilian Cineastas Indígenas series. Other acquisitions included contemporary Brazilian literature by Afro-Brazilian authors from the outskirts of São Paulo. Known as the *literatura periferia*, this important social and cultural literary movement is underrepresented in U.S. libraries. UNC now holds the largest U.S. collection of them. Important collections of artists' books and small press titles from Colombia, Cuba, and Mexico chronicle current trends in publishing and book-making by producing outside the parameters of the mass-produced book.

Also at UNC, notable special collections include the Flatow Collection of Latin American *Cronistas*, which includes original and very early editions of writings detailing the conquest and colonization of Spanish America, and the Stuart Collection that comprises nearly 11,000 volumes of Maya-related materials. It places UNC among a small number of significant collections on the archeology of the Maya region. It is complemented by a collection of materials on Maya Studies including materials in Tzotzil and Yucatec Maya. Recently, UNC has worked closely with faculty to digitize the works of 19<sup>th</sup> century Colombian author José María Vargas Vila. As of April 2014, the 110 digitized titles have been downloaded more than 76,000 times. This project culminated with a portal on Vargas Vila produced by UNC faculty and librarians.

In the past five years the Duke University Libraries (DUL) expanded its collection in four major areas: 1) Online databases exclusively focused on Latin America and the Caribbean. Duke now owns 19 databases ranging from those that provide daily news in Spanish and Portuguese for use in language classes, to those that offer specialized primary documents of interest to faculty and doctoral students. 2) Print collections related to Luso-Brazilian Studies, Haitian Studies and Latin American environmental studies. In response to the hire of new faculty and creation of new courses, the library also increased its budget allocations in these areas. Faculty members cooperate in the selection of these materials to ensure high usage. 3) Digitization of special collections owned by DUL, including the Caribbean Sea Migration Collection, and the collections of Deena Stryker and Gary Monroe photographs of Cuba and Haiti respectively. 4) Purchase or donation of special collections related to Latin America and the Caribbean. Nine recent purchases focused on 20<sup>th</sup> and 21<sup>st</sup> century Caribbean, extensive collections on human rights in the Andes and Southern Cone such as the Washington Office on Latin America, the Center for International Policy, and the Heraldo Muñoz Collections. These also are in diverse

formats (for example, 2,600 audio tapes of Radio Haiti broadcasts from 1970-2003 that will be digitized; the *Monograph on Haiti* donated by the U.S. Marine Corps History Center; and a rare manuscript copy of the 1804 Haitian Declaration of Independence).

Duke and UNC offer graduate and undergraduate classes on the use of the materials from the Special Collections. A 2014 course, “The Caribbean at Duke: Exploring Archives” was team-taught by an archivist, a librarian, and a professor from the Department of Romance Studies. A similar course on the Duke Human Rights Collection is planned for Fall 2014. At UNC, both the Flatow and Stuart Collections are integrated into the syllabi of languages and literature courses. The Stuart Collection also provides core content for the Yucatec Maya Summer Institute. These courses represent a rising trend in research libraries toward inclusion of librarians as teaching faculty and use of archival material in class assignments.

#### **§5A2 Financial Support for Library Staff and Acquisitions.**

Our universities provide \$626,000 in acquisition support, \$551,000 for staff (i.e., 9.14 FTEs

<b>Table 5.2 Latin American Library Expenditures, 2012-13</b>		
<b>Category</b>	<b>Duke</b>	<b>UNC</b>
Monographs	\$198,655	\$147,567
Serials	52,577	17,098
Electronic Resources	17,815	17,225
Films/Videos	6,000	3,500
Special Collections	50,000	135,841
LAMP Membership	765	765
CRL–LARRP Project	900	900
CRL–World Newspaper Archives	250	24,000
Digital Library of the Caribbean	2,500	-
<b>Total</b>	<b>\$279,462</b>	<b>\$346,896</b>

including librarians, assistants, catalogers and student support), and \$13,000 in librarian travel for the Latin American Collections a year (see Tables 1.1, 5.2).

The UNC and Duke librarians are active members of the CLACS Council

and the ISA Advisory Board. They serve on selection committees and regularly participate in our events. In addition to travel funds provided by the Libraries, the Consortium provides the Latin American librarians with Mellon endowment funds to support acquisitions trips, attendance at book fairs, and participation in professional meetings. Recent travel has included acquisition and

conference trips to Argentina, Brazil, Chile, Colombia, Cuba, Dominican Republic, Guatemala, Haiti, Mexico, Paraguay, Peru, and Trinidad as well as participation in professional meetings (e.g., SALALM, SECOLAS, LASA).

***§5B1 Cooperative Agreements with other Libraries and Online Databases.*** Since 1940, our Latin American collections have divided collecting responsibility along geographic lines. Both libraries acquire materials needed for general instruction while specialized research resources are purchased cooperatively to avoid duplication. UNC is primarily responsible for Argentina, Brazil (humanities), Chile, Paraguay, Uruguay, Venezuela, and the Spanish- and French-speaking Caribbean; Duke covers the Andean countries (except Venezuela), Mexico, Brazil (social sciences), Central America, and the English- and Dutch-speaking Caribbean.

The UNC and Duke Libraries' membership in the Center for Research Libraries (CRL) and active participation in its Global Resources Network and its Latin American Research Resources Project (LARRP) not only expand our international holdings, but also give us a leadership role in planning and decision making. Both librarians have served on the Executive Committee of LARRP. Since the 1950s, UNC's commitment is to acquire research-level materials on Venezuela. Duke is committed to collect materials on Latin American political humor and caricature adding rare and contemporary volumes from Argentina, Brazil, Cuba, Dominican Republic, Ecuador, Guatemala, Mexico, and Venezuela. UNC and Duke share these materials widely through interlibrary loan. In 2009 CRL initiated a *World Newspaper Archive* project that digitized 35 Latin American newspapers from 1805-1922. Both UNC and Duke invested as charter members to assure participation in setting future priorities, and have continued to pay a reduced fee for the expanding collection. Both libraries are partners in the Digital Library of the Caribbean. DLOC works with partners in the Caribbean and the U.S. to digitize and make

publicly available important collections. The project currently receives over one million page uses per month. Finally, both libraries are charter members of Latin America Southeast Region, a consortium of the 12 major regional libraries plus the Universities of Puerto Rico and the West Indies. Dr. Chapa currently serves as the chair and has recently initiated a cooperative project to share collection-building responsibilities for indigenous language materials.

**§5B2 Access to Library Holdings.** UNC campus libraries extend borrowing privileges to students at nearby universities and all campuses of the state system, as well as to all NC residents and alumni. Duke's libraries are open to the public and full library privileges are available to students and faculty at UNC, NCSU, NCCU and the National Humanities Center. Both Duke and UNC use virtual reference software and instant messaging to answer user questions. Links to the Latin American Collection librarians' e-mail addresses allow specialized reference assistance to scholars and students around the world. Assistance is also offered to the faculty from 2- and 4-year colleges who are awarded NRC-funded summer fellowships. UNC and Duke are members of the Triangle Research Library Network (TRLN), a consortium with collective holdings of over 20 million volumes. Both libraries' catalogs are available around the world through their individual Web sites and a recently developed combined TRLN catalog accessible via the Web. Both are interlibrary loan net lenders. TRLN offers a free 24-hour inter-library lending service to member universities. Both institutions are committed to digitizing public domain material by providing content to digital open-access collections including the Digital Public Library of America, Hathi Trust Digital Library, Internet Archive, and the Digital Library of the Caribbean.

## **§6 Quality of Staff Resources**

**§6A1 Teaching Faculty and Staff Qualifications.** Details about faculty and staff qualifications and time devoted to Latin American Studies can be found in Appendix B. UNC has 43 core



<b>Table 6.1 All Faculty Teaching and Research Interests by Sub-Region or Country</b>							
	<b>Andes</b>	<b>Brazil</b>	<b>Caribbean</b>	<b>Central America</b>	<b>Mexico</b>	<b>Southern Cone</b>	<b>Comparative/Region</b>
<b># of Faculty</b>	18	14	20	11	28	13	78

faculty (those who devote 50-100% time to Latin America research, teaching, advising, and supervising) in area studies, and 20 in language and literature; Duke has 20 and 18, respectively. All tenured and tenure-track faculty hold terminal degrees in their fields, as do most fixed term (i.e., non-tenure-track) faculty listed in Appendix B; of those listed, 23 hold endowed chairs, including 16 core faculty. Our Librarians are all specialists in their fields. They are regular contributors to the Seminar on Acquisitions of Latin American Librarian Materials, the Latin American Studies Association, and the Latin America Southeast Region group.

The Consortium currently has a 12-person professional staff. At ISA, the staff includes Associate Director, Beatriz Riefkohl Muñiz, who oversees all operations, develops programs including LCTL initiatives; Assistant Director, Dr. Hannah Gill, who leads Mexico-U.S. initiatives; two Program Assistants; the Yucatec Maya Academic and Resident Directors (contractual); and Department Manager, Shelley Clarke, who manages financial administration and program coordination. In addition, two Graduate Program Assistants and several undergraduates provide support. CLACS staff includes the Associate Director, Natalie Hartman, who serves as the chief operating and financial officer. 2015 will mark her 25<sup>th</sup> anniversary at CLACS. The Assistant Director, Antonio Arce, is responsible for the management of curricular activities and leads program evaluation efforts. He also serves as a co-Director of the Duke Brazil Initiative. The Consortium's Outreach Program Coordinator, Emily Chávez, manages outreach activities, with an emphasis on K-16 teacher training. The Latin American Film Festival/Special Events Director is Dr. Miguel Rojas-Sotelo. The part-time Staff Assistant

Jennifer Prather provides administrative and web-design support. Three part-time undergraduate assistants and one graduate assistant provide additional support.

**§6A2 Professional Development Opportunities.** Faculty and staff qualifications for the Consortium's activities and training mission are enhanced by their continued engagement in research and participation in professional meetings. The Consortium regularly funds faculty overseas research and conference participation. Since 2010, we awarded 66 grants for faculty conference and research travel in Latin America (26 Social Science; 31 Humanities; 7 Professional Schools; 2 Sciences). Academic departments, university research councils, and centers provide additional support. The Consortium supports staff and librarians to travel to professional meetings and partner institutions in the U.S. and Latin America and to seek professional development opportunities. With Title VI, Mellon, and institutional support, staff attend LASA and regional area meetings and librarians also attend SALALM meetings, book fairs, and conduct acquisition trips. Consortium staff attended the 2013 NRC conference on Impact and Evaluation at Ohio State. During 2010-14, five staff members visited institutional partners in Brazil, Chile, Colombia, Cuba, Dominican Republic, Ecuador, Mexico and Peru.

**§6A3 Faculty & Staff Participation in Student Teaching, Supervision and Advising.** Appendix A shows that Consortium faculty's teaching is well distributed among lower division, upper division, and graduate courses. Appendix B indicates our faculty supervised over 642 theses and dissertations in the last five years. They are leaders in student mentoring (e.g., at UNC, K. Perreira, Associate Dean, Office of Undergraduate Research; F. Clark, Academic Coordinator, Carolina Covenant Scholars) and serve as Directors of Graduate Studies for various departments (e.g., at Duke, E. Gabara, A. Pfaff, P. Sigal; C. Radding, UNC). The professional staff is well integrated into the teaching and advising mission of our centers. The ISA Associate Director

serves as Director of Undergraduate Study and Advisor to Transfer and Carolina Covenant students. She also is Graduate Services Advisor (e.g., Graduate Certificate, fellowships including FLAS) and coordinates academic year and summer LCTL programs. The Assistant Director teaches *Latin American Immigrant Perspectives*, a course partially taught in Mexico; advises Honors Theses for Latin American Studies; supervises summer internships and, as of 2014, will oversee the study abroad program with the U. of Guanajuato. She received the 2014 UNC Teaching Excellence Award for Service-Learning. At Duke, the Associate Director manages all graduate fellowship and grant competitions. She is the FLAS coordinator, and advises graduate students on funding, proposal writing, and career options. The Assistant Director manages the undergraduate curricula and grants programs, the Mellon Visiting Professorship, the two CLACS certificate programs, and directs the DukeEngage program in Chile. He also teaches *Introduction to Latin American Studies*. The Special Events Program Coordinator teaches one course per year and advises Master's degree students in the School of the Environment and the Liberal Studies program. He received a Dean's commendation for his undergraduate course *Building Creative Communities* and in 2015 will teach a new graduate course for the School of the Environment.

**§6B1-2 Composition of Oversight Bodies and Staffing.** The Consortium is governed by 2 co-Directors and an Executive Committee. The ISA co-Director is Dr. Louis Pérez (J. Carlyle Sitterson Professor of History, UNC; Consortium co-Director/ISA Director since 2007). At Duke Latin American Studies leadership is shared by Dr. Dennis Clements (Professor of Pediatrics/Community & Family Medicine, Duke, and Adjunct Professor of Epidemiology, UNC; Consortium co-Director since 2008) and the CLACS Director. As of July 2014 the CLACS Director will be Patrick Duddy (former U.S. Ambassador to Venezuela and Senior Visiting Fellow at Fuqua School of Business). The faculty leadership is responsible for strategic planning,

fund raising, faculty recruitment, and advocating for the program. All serve on the Consortium's Executive Committee, along with representative faculty (see Table 6.2 and Appendix B). Faculty members on the Executive Committee represent a diversity of departments and professional schools and are responsible for policy decisions and program guidance.

ISA and CLACS are charged with oversight and coordination of undergraduate and graduate education in Latin American Studies within each university. ISA is a department-level unit within the College of Arts & Sciences. Its Director is appointed by the Dean of the College of Arts & Sciences. Dr. Pérez devotes 50% of his time to ISA/Consortium duties with assistance

<b>Table 6.2 Membership in UNC-Duke Oversight Committees 2012-13</b>						
<b>Function/ Committee</b>	<b>Language</b>	<b>Area Studies</b>	<b>Professional School</b>	<b>Library/Press</b>	<b>Center</b>	<b>Total</b>
<b>Strategic Planning and Performance</b>						
Consortium Executive Committee	1	9	2	-	-	12
Duke CLACS Council	16	24	17	3	7	67
UNC ISA Advisory Board	1	6	2	1	4	14
Consortium Editorial Committee	1	3	-	2	1	7
Consortium Working Groups Review	-	1	1	-	3	5
<b>Grants &amp; Fellowships Selection</b>						
Duke FLAS Selection	2	-	2	-	1	5
UNC FLAS Selection	1	2	1	-	1	5
Duke Faculty & Student Travel	-	3	1	1	3	8
UNC Faculty & Student Travel	2	1	1	-	1	5

from a faculty Advisory Board. The Duke Consortium co-Director and CLACS Director are appointed by the Vice Provost for Global Strategy and Programs. Dr. Clements devotes 35% of his time to

his duties as co-Director. The CLACS Director devotes at least 50% time to his duties, with assistance from a faculty Council. Our staff arrangements are described on pp. 31-32.

**§6C Encouragement of Applications for Employment from Underrepresented Groups.** Duke and UNC offer equal opportunity to all employees and applicants for employment without regard to race, color, religion, national origin, disability, veteran status, sexual orientation or preference, gender identity, sex, or age. The Duke Office for Institutional Equity and the UNC Equal Opportunity/ADA Office coordinate University policies and/or applicable state and federal laws

that prohibit discrimination and harassment on the basis of the categories listed above. Duke has been recognized by the *Chronicle of Higher Education* as one of the nation's "Great Colleges to Work For," for, among other factors, fostering respect and appreciation. As part of a commitment to advance scholars from underrepresented groups in higher education, UNC established the Carolina Postdoctoral Program for Faculty Diversity in 1984. The Program mentors scholars from underrepresented groups for tenure track appointments at research universities including 11 Latin American/Caribbeanist scholars now on the UNC faculty. Similarly, Duke initiated the Provost's Postdoctoral Program in 2007; it supports two individuals annually for a two-year postdoc that includes mentoring by a Duke faculty member. Diversity is one of Duke's guiding principles. Provost Peter Lange launched the Faculty Diversity Initiative in 2003, a 10-year plan that set a goal of doubling the number of black faculty; it was met one year early. In the 2013 Faculty Diversity Initiative Update to the Academic Council, the Provost's Office reported 138 black faculty (4.25%), 68 (2.1%) Latino/a, and 1,162 (35.8%) women faculty. In 2005, the UNC Chancellor's Task Force on Diversity conducted an assessment of diversity on campus and set in place goals, strategies and responsibilities. In 2014, a new position of Vice Chancellor for Workforce Strategy, Equity and Engagement brings together human resources, equal opportunity/ADA, and diversity and multicultural affairs responsibilities to increase collaboration and strategic planning. UNC Diversity Plan for 2012 reported 172 black (4.8%), 118 Latino/a (3.3%), and 1,581 (44.2%) women faculty. At both universities senior administration positions are held by women, including at Duke the new Provost (as of July 2014) and the Dean of the Faculty of Arts & Sciences, and at UNC the Chancellor and the Dean of the College of Arts & Sciences. The Dean of the Duke Graduate School is an African American woman who has instituted a new policy of prioritizing awards to

students of underrepresented groups as well as a new departmental award for Inclusive Excellence in Graduate Education. The Consortium staff includes six women (two Latinas) and two Latino men. Our student staff includes African-American, Latina/o, and White students. We actively encourage applications from underrepresented groups in all searches, work with the Office of Disability and practice LGBT safe zone guidelines.

## §7 Outreach Activities

Our Outreach Program is rooted in a long history of work with local and regional schools, colleges, universities, the community at large, the state of North Carolina (NC), the Mid-South,

<b>Table 7.1 Communities Served, 2010-14</b>		
<b>Communities Served</b>	<b>Impact</b>	
	<b>Direct</b>	<b>Indirect ◇</b>
K-12 Educators	1,497	4,491
K-12 Students	716	198,950
Post-Secondary Educators	694	2,082
Post-Secondary Students	160	194,320
Business/Media Professionals	300	-
General Public	1,900	-
◇ Average indirect impact for educators: K-16: 3 per teacher ◇ Average indirect impact for students x # years taught since training: Grades K-5: 25 students per teacher; Grades 6-12: 25 students x 3 classes x 2 semesters = 150 students per teacher; Postsecondary: 35 students x 4 classes per teacher x 2 semesters = 280 students per teacher		

and beyond. Since its creation in 1991, the Outreach Program has expanded into a dynamic educational center that partners with K-12 schools and colleges, disseminates materials to educators through a lending library and Web sites, organizes events for the general public,

and serves as a resource to museums, businesses, media, and government. Furthermore, those K-12 and post-secondary educators who are directly impacted by our programs bring new pedagogies and content to their students and to fellow educators (Tables 7.1 and 7.2).

In organizing workshops, film festivals, exhibits, lectures, and other events, our faculty, students, and staff work collaboratively with educators, service providers and communities to integrate high quality Latin America content. Together we develop resources, professional development opportunities, and programs. The NC Department of Public Instruction is developing new educational state standards for Latin American studies. In 2013, the Outreach

Coordinator reviewed the new standards, which were implemented in the 2013-14 school year.

Appendix B offer examples of faculty involvement in outreach activities such as a 2-day

<b>Table 7.2 Outreach Resources, 2010-14</b>	
<b>Outreach Resources</b>	<b>Number Distributed</b>
Latin America Curriculum Resources	880
Books, CDs, DVDs, Games, Culture Boxes	3,000
Films	2,000
Film Guides and Collection Web Sessions	9,140
Radio, Podcasts, Downloads	700
Art and Cultural Exhibits	14
Informational Exhibits	20

workshop in a rural high school led by

UNC School of Education faculty on

approaches to increasing academic

access for English language learners

from Latin America in K-12 math and

language arts classes. To increase state and local impact, the Outreach Program partners with

UNC's World View (Table 7.4) and Carolina Navigators, Duke-Durham Neighborhood

Partnership, the Durham Public Schools World Languages Department, Holton Career and

Resource Center, NC Community Colleges, NC Central University and Winston Salem State

University (both HBCUs), County Libraries, local museums, and WXYC-FM. At the national

level, we share materials and programs via LearnNC (p. 60) and our own Consortium Web site.

One of the most used resources, the film guides, are accessed most often by patrons in North

Carolina, California, Florida, New York, Texas, Minnesota, Pennsylvania, Michigan, Arizona,

and Illinois.

The Outreach Coordinator serves on the Outreach Committee of the national Consortium of

Latin American Studies Programs. She co-leads a project to maintain a database of K-16

resources offered by all Latin America NRCs. The Outreach Program collects data on inquiries,

attendance, post-event evaluations, and participant contacts to measure output and impact. All

outreach activities are held in buildings accessible to the disabled. We make a special effort to

reach underserved populations, including teachers from districts with large minority populations,

schools defined by the state as low performing, community colleges (Title III) and HBCUs.

***§7A1 Outreach to Elementary and Secondary Schools.*** North Carolina serves nearly 1.5 million K-12 public school students. Every school district in North Carolina and roughly half of all schools receive Title I funding. Twenty-six percent of children in North Carolina live in poverty, slightly higher than the national average and ranking 39<sup>th</sup> in the nation. In 2010-14, we worked with teachers in 13 counties from every region of the state and, in particular, with schools that have experienced an increase in students arriving from Latin America. Our goal is to create meaningful partnerships with schools and share resources to assist them in meeting their school needs, the goals of their district and North Carolina professional teaching standards. This is accomplished through professional development workshops, in-service teacher training, study tours, a library of instructional materials, a speaker's series, traveling exhibits, and Web-based curriculum units. For example, a 2014 teacher study tour to Mexico organized with teacher teams from 5 counties (urban and rural) began with two pre-departure workshops, followed by a 9-day trip to Yucatan, with home stays and school, community, historical and cultural tours. Teachers will develop long-term partnerships with schools in Mexico. Follow-up activities will result in newly created curricula shared by educators within their school districts, at regional conferences, and via online resource Web sites. School districts provided 100% of funding for 3 teachers, and partial scholarships from the Consortium allowed 4 others to participate.

Toolkits containing articles on evidence-based pedagogy, curriculum materials, film guides, online resources, books, and content and methods synopses aligned with the common core are part of each workshop. Teachers receive Continuing Education Units for participating in our K-12 workshops. Through collaboration with UNC World View, we have direct access to over 600 K-12 teachers and administrators, allowing us to increase our distribution of instructional resources, expand our reach in the state, and keep teachers informed of upcoming events.



Table 7.3 Sample of Outreach Activities, 2010-14					All funded in part by Title VI
Activity (Duration, Location)	Participants	Partners / Presenters	Impact		Outcomes
			Direct	Indirect $\diamond$	
Reaching Beyond Borders Workshop and Web-based Curricular Unit  (UNC, 3 hrs.)	K-12 & community educators, media coordinators, curriculum specialists (5 counties)	Duke Faculty and Local Artist	26	1300	Teachers learned about U.S.-Mexico border, practiced relevant classroom activities, collaboratively crafted lessons.
Latin America and North Carolina Symposium  (UNC, 2 days)	K-12 educators  (15+ counties)	UNC World View	210	15,750	Teachers participated in training sessions, received curricular resources, networked with Consortium and other schools.
Visions: Action Research Projects & Mexico Study Tour  (Duke, pre-departure workshops, 2 days + Yucatan, 9 days)	K-12 educators, administrators  (1 county)	Durham Public Schools, Duke-Durham Partnership	12	1050	Teachers published research in journals, presented at local/ regional seminars, and engaged school staff in implementing research- based strategies.
$\diamond$ Average indirect impact: 25 students/class for elementary schools; 25 students/class x 3 classes per day for middle/high schools x 2 semesters = 150 students per teacher.					

**§7A2 Outreach to Postsecondary Institutions.** The Consortium works with local and regional 4-year and community colleges. We support faculty from these institutions to participate in Consortium conferences and study tours, and to co-host the NC Latin American Film Festival. These programs have led to long-term curricular impact; for example, Durham Tech Community College developed its first study abroad program with La Católica Nordestana University as part of its participation in our 2011 Study Tour to Dominican Republic. In addition, we offer College Educators Research Fellowships annually targeted to HBCUs and community colleges to develop Latin America-specialized curriculum. The Outreach Coordinator provides guidance on relevant resources. Fellows conduct research on our campuses and consult with faculty and librarians. Many new Latin American courses, publications, and long-term institutionalized programs have been created at their home institutions as a result of this fellowship. For example, one Fellow created a new course that is now in its fifth year at UNC-Greensboro. It has recently

been added to the course offerings of the National Humanities Center's America in Class online

<b>Table 7.4 Sample of Post-Secondary Outreach Activities, 2010-14</b>		<i>*Funded in part by Title VI, Title III, or HBCU</i>
<b>Activity</b>	<b>Partners</b>	<b>Participants</b>
Lecture by Mark Wells, Director, Americas Program, International Narcotics and Law Enforcement Affairs, U.S. State Department*	Duke Sanford School of Public Policy, Triangle Institute for Security Studies	40
Latin America in the 21 <sup>st</sup> Century: Legacies and Reforms Conference	UNC, UNC Charlotte, UNC Asheville, Queens University of Charlotte, Davidson College	75
Community College Forums: 2011 Latin America's Bicentennial 2012 Arts in the Americas 2014 Expanding Horizons in the Curriculum	Asheville-Buncombe Tech Community College (CC); Craven County CC; Durham Tech CC; Guilford Tech CC; Piedmont CC□	75
UNC World View Global Education Symposia for Community Colleges, annual	World View and NC Community Colleges□	400
NC Latin American Film Festivals, annual during Hispanic Heritage Month*	NC Central U.; Durham Tech CC.; Guilford College; NC State University; UNC Greensboro; Holton Career & Resource Center; Varsity Theatre and Carolina Theatre	6899
College Educators Research Fellowships* (curriculum development and research)	Asheville-Buncombe Tech CC.; Blue Ridge CC.; Caldwell CC.; Davidson County CC.; Guilford Tech CC.; Mount Olive College; Mars Hill College; UNC Charlotte; U. Denver	12

program, which links scholars with teachers around the country. Finally, the research and curriculum projects are added to our online resources for widespread dissemination.

**§7A3 Outreach to Business, Media and the General Public.** The Outreach Program co-sponsors events with local governments, municipalities, counties, businesses, museums, churches, and public libraries, all free and open to the public (Table 7.4). In the past four years, our faculty and staff wrote or were interviewed for media at the local, national, regional and international levels, several in Spanish. The annual Latin American Film Festival, now in its 27th year, attracts university students, faculty, and the public. It is consistently featured in local publications as one of the best film festivals in the region. Most recently, we were approached by the Latin American Studies Association's Film Festival Director to expand our regional and national collaborations. We arrange for guest film directors to visit classes at UNC and Duke as well as partner

<b>Table 7.5 Sample of Outreach Activities to Business, Media, Government, General Public, 2010-14</b> <i>*Funded in part by Title VI</i>		
<b>Activity</b>	<b>Audience</b>	<b>Number Impacted</b>
<b>Local</b>		
Durham City Latin American Festival	Durham Parks and Recreation	240
Latin American Film Series, annual	Carolina Meadows Retirement Community	300
<b>State/Regional</b>		
Latin American Immigration	NC Council of Churches and Inter-faith Councils	125
Latin American Film Festival	NC Hispanic Chamber of Commerce	30
Latin America Oral Histories	City of High Point Human Relations Commission	150
Interviews about Latin American Art, Culture, Current Affairs	The State of Things, NPR; LaMega 106.9; WCOM 103.9; Fox Latino; Fox50; Univision; Raleigh TV	57,000
<b>National</b>		
Briefing on Andean countries	Foreign Service Institute, Department of State	40
Duke-WOLA Book Award on Human Rights in Latin America, annual	Washington Office on Latin America, Duke Human Rights Center, Duke Human Rights Archive	175
Faculty Testimony on U.S. Relations with Venezuela	U.S. Senate Foreign Relations Committee, U.S. Diplomats, and Department of State	150
Webinar Brazil: Current Challenges Faced by Multinational Companies	NC and National Businesses	300
Interviews, op-ed pieces, and articles on Cuba, Venezuela, Haiti, Brazil, U.S.-Caribbean relations	Print: New York Times, Miami Herald, Business Insider, The Times of London, News & Observer, Voice of America, CNN.com, Providence Journal, among others	75,000

institutions. Our resource library now holds over 650 films. It is one of the largest specialized K-12 film collections and lends approximately 500 films per year nationwide. It includes many titles not available elsewhere in the nation, including films in indigenous languages and Haitian Creole. Our culture boxes and traveling exhibits are widely available to a diverse audience. For example, a rural community center utilized our Day of the Dead exhibit for a 3-week family-oriented program. Hospitals, law firms, businesses, government officials, trade representatives, and public health officials contact the Outreach Program for advice, speakers, and referrals for translation into Spanish, Portuguese, Maya, Nahuatl, and increasingly Purepecha. The Consortium publicizes its activities and resources through mailings and brochures, Web site ([www.jhfc.duke.edu/latinamericauncduke](http://www.jhfc.duke.edu/latinamericauncduke)) and listserv publicity, and press releases to media outlets.

## **§8 Program Planning and Budget**

The Consortium is an established program with a well-defined research, instructional and outreach mission. The plan presented here justifies the Consortium's request for Title VI funding to augment existing resources, support promising new initiatives and strengthen collaborations. The 4-year proposed program and budget are based on a firm foundation of institutional support.

**§8A *Quality and Purpose of Center Activities.*** The proposed activities conform to Title VI purposes: to strengthen nationally recognized centers of excellence in foreign language and area studies and to assist student training in modern foreign languages and area studies. We will provide support for less commonly taught language (LCTL) instructors and will encourage students in professional schools and science fields to achieve foreign language proficiency. Our activities reflect diverse perspectives and a wide range of views. We will work to encourage government service in areas of national need, as well as in areas of need in the education and business sectors. Our proposed activities center on seven key objectives shown in Table 8.1.

**§8B *Timeline, Development Plan, Effective Use of Resources.*** As indicated in our Budget Request and the PMFs, at the end of four years through our outreach program we will have provided training for approximately 280 public school teachers; and fellowships and scholarships for at least eight non-Consortium college teachers; we will have partnered with four community colleges. We will work with the UNC School of Education and the Duke Program in Education to strengthen Latin American content in their pre-service teacher courses. We will also work with two HBCUs to expand their Latin American curriculum (p. 57). Each year, we will coordinate the Latin American Film Festival on campuses around the Triangle area and host the Consortium conference. We will expand Language Across the Curriculum courses to Duke and develop research intensive LAC options at UNC, teach two levels of academic year Haitian

Creole (on-campus and distance-learning), and offer three levels of summer and one level of academic year Yucatec Maya instruction and Business Portuguese. Our librarians will travel to

<b>Table 8.1 Proposed Activities, 2014-17</b>	
<b>AP=Absolute Priority IP=Invitational Priority CPP=Competitive Priority</b>	<b>Budget Item(s)</b>
<b>Instruction and Collaborations</b> <b>36% of NRC Request</b>	
<i><b>Language</b></i>	
Haitian Creole, Level 2 (new offering at Duke) and visits to partner institutions	A2C, C2d, C2e
UNC LCTL Program Coordinator (Guaraní, Nahuatl, Yucatec Maya)	A2a
Nahuatl Language Consortium	E4a
Yucatec Maya Academic Year Course	A2b
Portuguese with UNC School of Business	A2d
Language Across the Curriculum at Duke and UNC	A2e1-3
Language Pedagogy Training for LCTL instructors	C2a-C2c, E4c
Language Concilium at Duke	E4b
<i><b>Area Studies</b></i>	
New Brazil position at UNC	A3b
UNC - U. of Guanajuato Service-Learning Study Abroad Program	A3a
Exploring Medicine (Honduras) Course at Duke	C1c
<b>CPP</b> HBCU Curriculum Development Collaboration with NCCU and WSSU	E2
<b>CPP</b> In and Pre-Service Education Teacher Training at Duke and UNC	E3
<b>CPP</b> Global Distinction Curriculum Project: Collaboration with UNC World View and NC Community Colleges	E1e
Consortium Latin American Studies Annual Conference	E5
<b>Outreach</b> <b>35% of NRC Request</b>	
<b>AP</b> K-12 Teacher Training: Study Tours, Summer Institutes, Science of the Americas, Professional Development Workshops, K-12 World View Seminar	D2a1-4, E1a-d, E1f
<b>AP</b> Summer Research Fellowships for 2-4 yr. College Faculty (priority for HBCUs and Community Colleges)	E1g
Latin American Film Festival and Film Collection	D2b
Outreach Program Coordinator, New Roots Project Coordinator, Special Events Program Coordinator and Student Assistant	A4a-d
<b>Library Development and Cooperation</b> <b>6% of NRC Request</b>	
Librarian Travel to Latin America	C1b
Library Acquisitions	D1
<b>Program and Grant Management</b> <b>21% of NRC Request</b>	
Staff Support and Travel to Title VI Director's Meeting	A1a-b, C2f
<b>Program Evaluation</b> <b>2% of NRC Request</b>	
Collaboration with Duke Office of Assessment for Program Evaluation	E6a
Collaboration with UNC EvAP for Program Evaluation	E6b
Yucatec Maya Program Evaluation	E6c
<b>Student Support</b> <b>100% FLAS Request</b>	FLAS Budget
<b>CPP</b> Academic Year FLAS, (6 UNC; 5 Duke) and Summer FLAS (7 UNC; 6 Duke). We will award at least 1 summer FLAS to a HBCU student and award at least 25% of AY FLAS for Portuguese.	

Latin America at least eight times on acquisition trips. We will support at least 96 students' language study through the FLAS Fellowship program. We will make effective and efficient use of our resources and personnel, pool funds, and cooperate with others on and off our campuses. Costs are detailed in the Proposed Budget and cross-referenced with the narrative. Title VI support will allow us to leverage University resources to expand our programs. For example, the UNC College of Arts & Sciences has approved a search for a Brazilianist faculty position and committed over 80% of the funding. The position will be assumed by UNC after Year 4; at Duke, the Dean of Arts & Sciences has committed \$100,000 to institutionalize the Culture and Language Across the Curriculum program and has underwritten the new distance learning language partnerships for Haitian Creole and K'iche' Maya. In all of our activities we will prioritize participation by students, teachers, and others from underrepresented groups.

***§8C Cost Effectiveness.*** Cost effective and realistic, the proposed budget contains project activities consistent with the Consortium's objectives. Many activities will be organized in collaboration with other Title VI centers, other campus units, or institutions. We will offer summer FLAS fellowships to students from other universities to enroll in our Yucatec Maya courses, and cooperate with Florida International University and the University of Minnesota in training our LCTL instructors in performance-based language instruction. Haitian Creole instruction is shared with Duke's Center for International Studies, and the LAC courses, Business Portuguese, and various outreach activities are shared with other Duke and UNC NRCs and UNC CIBER. UNC NRCs will conduct joint evaluation (§9C1-2). In addition, the Duke OGSP and the UNC's College of Arts & Sciences support nine Title VI-funded positions.

***§8D Long-Term Impact on Undergraduate, Graduate, and Professional Training Programs.***

At the project's end, the Consortium will have consolidated new programs and strengthened

existing ones. The long-term impact on undergraduate, graduate and professional training programs at Duke, UNC, and our HBCU and Community College partner institutions will be 1) to increase enrollments and degree recipients and thus the supply of educators and professionals with knowledge of Latin America and language proficiency, and 2) to improve the quality of their training and thus their future contributions. We are increasing enrollments by providing information to potential students at all levels and in all fields, and by supporting students who declared an interest in Latin America. We will increase Consortium visibility with expanded outreach and enhanced library holdings. Title VI funding strengthens our ability to leverage university resources, makes the program more competitive for other outside funding, and helps institutionalize projects and positions initiated with NRC funds. The results of program assessments and follow-up Consortium staff discussions will motivate us to make improvements to our activities and to refine our future evaluation plans.

## §9 Impact and Evaluation

**§9A Impact on University, Community, Region, and Nation.** The Consortium's outstanding teaching and research in language and area studies (see §9D), and its broad Outreach Program

Table 9 Impact as seen through Consortium Resources, 2010-14					
Activity/Material Distributed or Downloaded/Grants Awarded*		Principal Sector(s) Impacted			
		Univ.	Comm.	Region	Nation
LCTL Instructional Materials	200	√	√	√	√
K-12 Instructional Materials	8,908	√	√	√	√
Films/Guides/Catalogues	9,900	√	√	√	√
Student Awards and Grants	265	√			
Faculty Awards and Grants	73	√		√	
*Based on use of Consortium produced, developed or coordinated activities.					

(§7) impact a wide audience of over 5,000 educators and nearly 200,000 K-12 students. Through workshops, film screenings, study tours,

lending materials and other resources we offer professional growth opportunities for diverse teachers who are rural and urban, novice and experienced. A 2013 workshop on the Mexico-U.S.

border, for example, engaged K-12 teachers from five counties and all subject areas, including those who serve students with disabilities. Participant interest led to the creation of a 2-day workshop at a rural high school with a Latino population of over fifty percent.

Another measure of our national impact is faculty service on national and editorial advisory boards, field professional organizations, and the Latin American Studies Association, including five former Consortium directors who served as LASA presidents or Executive Council members and others as past president of the Conference of Latin American Historians and the Society of Economic Anthropology. Among the professional staff, the Associate Directors have each served on the Executive Committee of the Consortium of Latin American Studies Programs.

Our two academic presses stand among the top publishers on Latin America in the nation. With Consortium funds, UNC Press and Duke University Press select two works for publication annually through our *Latin American in Translation* series. Forty-two titles have appeared in the series to date, with eight more titles in production. Altogether, UNC and Duke Presses published over 150 books in Latin American studies in the last four years. Both our Presses and faculty are among the top 15 Best Sellers in Latin American Studies (*Library Journal*, 2014) including the #1 publication in the field by Consortium co-Director Louis A. Pérez. To expand our reach, in 2014, UNC Press launched an open access, peer-reviewed series, *Studies in Latin America*, which will promote new scholarship through the digital environment. In addition, the *Hispanic American Historical Review* recently returned its editorial offices to Duke, and with Mellon Foundation funding is working to develop a digital community on Latin American and Caribbean history. ISA also runs the New Roots Initiative, the largest repository of oral histories related to the growth of Latin American communities in the U.S. South. A 2014 NEH grant is creating an open-sourced publishing platform to connect public and scholarly audiences to audio



recordings, transcripts, and a catalogue in English and Spanish.

***§9B Equal Access for Individual Participants from Traditionally Underrepresented Groups.***

Both Universities are committed to providing access to higher education to traditionally underrepresented groups and have instituted need-blind admission policies (§1). At UNC, the Fall 2013 undergraduate entering class was 10% Black, 13% Asian, 7% Latina/o, and 2% Native American; at Duke, 10% Black, 21% Asian, 6% Latina/o, and 1% Native American. To ensure participation by traditionally underrepresented groups in Latin American programs our schools have increased the number of region-focused programs, created affordable study abroad programs and travel funding opportunities, and reached out to students earlier in their academic careers. In 2013-14, UNC invited the Diversity Abroad Network to conduct on-campus diversity workshops with a broad sector of campus units including all area studies centers and the Study Abroad Office. The next phase is a comprehensive UNC Open Access Initiative to expand global opportunities for students from diverse backgrounds.

There are over 65 different student cultural organizations on our campuses working on Latin America/Caribbean, and ISA and CLACS routinely co-sponsor activities with many of them. In 2014, the UNC Provost authorized plans for a Carolina Latina/o Center in the tradition of the Stone Center for Black Culture and History (which works actively with Afro-Latin American populations and ISA). The Duke Program in Latino/a Studies in the Global South offers an undergraduate certificate combining courses from across disciplines, as well as service-learning opportunities, events, exhibits, and guest speakers.

Both campuses make programs and facilities accessible to the physically challenged. Our Disability Services offices work to assure reasonable accommodations so students with disabilities who are otherwise qualified may meet the demands of University life as

independently as possible. In designing buildings, UNC and Duke aim well beyond the minimum access goals established by the Americans for Disabilities Act Architectural Guidelines. UNC works with the state's Office of Historically Under-utilized Businesses (HUBs) to enhance participation by minority contractors. It exceeds the 10% minimum HUB contracts for public institutions (e.g., Global Education Center hired 16.6% HUB contractors).

The Consortium's Outreach Program regularly targets underserved populations including North Carolina Department of Public Instruction-designated "low performing" schools, Title III community colleges, HBCUs, and community-based centers and public libraries that serve Latina/os and African-Americans (see §7).

***§9C1-2 Evaluation Plan and Response to Evaluations.*** The overall mission of the UNC-Duke Consortium is to train students with foreign language and area studies expertise to meet national needs in a complex global era. Title VI funding enhances our capacity to offer advanced language training in the critical and less commonly taught languages of the region, train K-12 teachers to develop and implement curriculum units focused on Latin America, partner with community colleges and HBCUs to help develop their area studies programs, and to promote access to and dissemination of knowledge about Latin America to education, government, business, and civic sectors in the United States.

To achieve these goals, we develop a series of activities each year targeted to diverse constituencies. How well we achieve these goals is measured by a comprehensive and systematic evaluation plan. For the next four years, our plan will focus on a selection of proposed activities directly tied to Title VI absolute and competitive priorities (K-12 teacher training, language programs, collaborations with community colleges, and collaborations with UNC School of Education). We will collaborate with three independent, professional evaluators: Dr. Rita

O'Sullivan, Director of Evaluation, Assessment and Policy Connections (EvAP) at the UNC School of Education; Dr. Matt Serra, Director of the Office of Assessment for Trinity College (OATC) at Duke; and Dr. R. McKenna Brown, Mesoamerican language expert, Virginia Commonwealth University. These experts will oversee an objective, outcome-measure-oriented data collection plan, provide technical support and expertise, and will conduct surveys and focus groups to measure the impact of proposed activities. The plan will make use of direct and indirect measures and control group comparisons where and when appropriate and will be implemented in a phased process throughout the grant cycle. There is sufficient institutional distance between OATC, EvAP and the NRC projects that there will be no conflict of interest.

**K-12 Teacher Training** (see PMF 1). Our project goal is to train K-12 teachers with Latin American and Caribbean Studies competencies, to develop new curriculum, and share this knowledge with students and other educators. Feedback from post-program surveys reveal requests for tools to help understand the political and economic factors that explain the dramatic levels of emigration from Latin America to North Carolina over the last 15 years and to connect with Latin American students in the classroom. This feedback has informed and directed our major K-12 outreach goals for the next four years. We will develop ongoing partnerships with schools in poorer districts and with large minority student populations. Teacher training will be tied to Common Core and North Carolina state standards, professional development needs of teachers, and the cultural and historical context of Latin American student populations. Working with the OATC, we will draw from our K-12 program participant database to develop (Y1) and administer (Y1-4) pre and post attitude dispositions surveys for teachers in study tours and summer institutes, track the number of curriculum units developed and new school initiatives influenced by teachers who attended our programs (Y1-4), conduct classroom observations (Y2,

Y4), and collect samples of student work created in these courses (Y2-Y4). Teachers will be required to share new curriculum, study tour experiences and showcase student work with their colleagues, locally and regionally.

**Language Programs** (see PMF 2). Our goal is to train students in less commonly taught languages of Latin America, particularly at the intermediate and advanced levels, to contribute to the needs of academia, government, business, and civic organizations in the U.S. Previous evaluations of our language curricula have identified needs for more intermediate and advanced levels of Portuguese and Haitian Creole and standardization of the Yucatec Maya curriculum. In response to this feedback, Duke will offer a fourth semester Haitian Creole course, and at least six new upper level Portuguese courses linked to the new Portuguese major. At UNC we will support Business Portuguese. We will also expand partnerships with Vanderbilt and University of Virginia to offer distance learning for Haitian Creole and K'iche' Maya. Evaluations conducted by the OATC will focus on reviewing and refining course evaluations from the Yucatec Maya program (Y2) and developing and administering online expectation and exit surveys for summer program FLAS participants to aid in program selection for future FLAS awardees (Y1-Y4).

Based on previous site visits to our Yucatec Maya program by Dr. R. McKenna Brown, we standardized Level 1 curriculum, promoted oral proficiency-oriented teaching, and involved more native Maya students as peer instructors in our courses. We will hire Dr. Brown to conduct new site visits to the Yucatec Maya program (Y1) to help us standardize Level 2 curriculum, train instructors in distance learning techniques and technologies, and improve oral proficiency pedagogy. We will review his new evaluation and implement his suggestions in Y3 and Y4.

Additionally, the Consortium will train and certify language instructors in Portuguese and

Haitian Creole (Y1, Y2). They will administer ACTFL testing to FLAS recipients in these languages, and to a sample of students from Business Portuguese at UNC (Y3, Y4).

Finally, we will take advantage of ongoing general education assessment at Duke by asking the OATC to administer the Global Perspectives Inventory (GPI) to a cohort of graduating students who participated in our programs (e.g., Latin American studies certificate and degree, FLAS fellows). The GPI is a quantitative scale developed by educators to measure how college students' global perspectives evolve when exposed to international study experiences. It is a broad measure of global competency including cognitive, interpersonal, and intrapersonal dimensions. After analyzing their GPI scores in comparison to peer control groups, we will track these students after graduation to determine whether or not they are more likely to pursue international career opportunities requiring foreign language expertise and area studies knowledge in diverse industries critical to national needs. We will begin administering the GPI in spring of 2015 and continue with successive cohorts in subsequent years.

**Collaboration with Community Colleges** (see PMF 3). Our goal is to work with North Carolina community colleges to internationalize curriculum and increase faculty and student involvement in Latin American coursework and activities by implementing the NC Global Distinction program developed by UNC World View. This will be achieved by providing professional development for community college faculty to develop new courses, add Latin American content to existing curriculum, and collaborate on developing Latin American programming. Community college students who complete requirements will receive formal recognition on their transcripts.

**Collaboration with UNC School of Education** (see PMF 4). The goal is to collaborate with faculty at the UNC School of Education (SoE) system to incorporate Latin America area studies

and languages into pre-service teacher education. We will work with SoE faculty to develop a speaker series, to add Latin American content to courses, expand these pilot projects to other SoEs in the UNC system, and provide opportunities for students such as conference presentation and language study through FLAS awards.

For the last two project goals, all seven UNC area studies centers (including the Consortium) collaborated with EvAP to develop the evaluation plan and draft measurable objectives, identify progress indicators and benchmarks, and to formalize data collection, calculation, and analytical methodologies. Y1 includes training NRC staff in data collection (participant rates, registration data, and participant satisfaction surveys). At the end of Y2, EvAP staff will conduct stakeholder surveys (questionnaires, focus groups, and interviews) providing the bulk of both qualitative and quantitative data to assess the depth and quality of observed change in these two project goals. These surveys and university records (enrollments, course offerings, study abroad participation, FLAS applications, etc.) will be analyzed to produce midterm reports. In Y3 adjustments will be made, guiding analysis for Y3-Y4. At the end of Y4 overall accomplishments and challenges will be evaluated and a final report will be submitted to the Department of Education and presented at national conferences.

***§9D Contribution to Improve Supply of Specialists.*** We train nearly 19,000 students through our Latin American language and area courses. At the undergraduate level, Latin America features prominently among programs designed to deepen knowledge of the region (e.g., DukeEngage, study abroad, service learning and LAC courses, among others). The quality of graduate training is measured in part through national fellowship competitions and career placement. In the past 4 years, Duke and UNC have been recognized as Top Producers of U.S. Fulbright Students (*Chronicle of Higher Education*, 2014) including 17 awards to Latin America. Our graduate

students regularly earn Fulbright-Hays, Inter-American Foundation, National Geographic Society, NIH, NSF, SSRC, and Wenner Gren fellowships, among others. Our doctoral graduates now hold tenure-track or tenured positions at American U., College of William and Mary, Florida International U., Harvard U., Indiana U., U. of North Dakota, Stanford U., Tulane U., U.C. Davis, U.C. Santa Cruz, U. of Miami, U. of New Mexico, U. of Richmond, U. of Virginia, U. of Wisconsin-Madison, Williams College, U of Michigan, Washington U-St. Louis, among many others. Latin Americanist professional school graduates are working at the Smithsonian-Mason School of Conservation, Climate Focus, HIV Center (NYC), Partners in Health, RTI International, USAID, World Health Organization and World Resources Institute, among others. See §4 for the impact of our LCTL program and §9E2 for placements in areas of national need.

***§9E1 Consortium Activities and National Need.*** The Consortium works in three major ways to address areas of national need: 1) developing and providing LCTL instruction through advanced levels in Haitian Creole, Portuguese and Yucatec Maya; 2) advancing area studies training and research across arts and sciences disciplines and professional schools; and 3) supporting faculty and graduate student research and dissemination. In addition to the activities outlined in §3-4 and §7, some recent examples in which we address national needs (specifically in current affairs and politics) include: regular consultations on developments in Venezuela by in-coming CLACS Director Patrick Duddy to the U.S. Senate Foreign Relations Committee and the Foreign Service Institute of the U.S. State Department; and events with Cuban academics, artists, and writers in the spirit of the President's call for people-to-people relations with Cuba. Foundation funding has enabled us to expand our work into the natural sciences and health fields. Both our universities have made Global Health education a priority and support research and epidemiology training in Brazil, Ecuador, Guatemala, Honduras, Nicaragua, and Peru on tropical medicine, chronic and

infectious diseases, water quality, environmental and occupational health, among others. Additional examples include a project led by Consortium's co-Director Dennis Clements to build a health clinic in Honduras which is now funded by the World Bank; and the work of the Consortium's Working Group on the Environment in Latin America (WGELA). WGELA brings together natural science and social science faculty and students from three area universities to address Latin American environmental issues. Members have gone on to research a variety of conservation issues and to work with environmental NGOs in the region. Also CLACS co-sponsored a four part series on the geo-politics of energy, focusing on policy and security in the hemisphere and bringing in industry leaders and government officials from Brazil, Mexico, Venezuela, Canada, and the U.S. We address national economic needs through ISA's bi-national community development and research initiative, the Latino Migration Project, which works with source community organizations in Mexico to examine the impact of return migration on Mexican economic stabilization. In addition, Consortium faculty projects use global value chain analysis to assess the competitiveness of U.S. Industries (e.g., textiles, aerospace, medical devices, and electronics) by researching these markets throughout Latin America.

Through endowment, university support and external grants we are able to support a wide range of graduate student research initiatives that address national needs. Graduate students from City and Regional Planning, Anthropology, Education, Law, Biology, Global Health, and Environmental Studies have completed projects that include a co-authored book on Brazilian manufacturing, globalization and industrial policy; culturally sensitive math curriculum for Yucatec Maya indigenous communities; and a collaboration with Counter Culture Coffee to research smallholder coffee producer's adaptation to climate change in Colombia, Guatemala, and Peru. Graduate research projects have also examined critical national issues such as North



American soybean producers in Brazil and the 21<sup>st</sup> century “soy boom;” the role of women in the changing Cuban economy; the effect of fisheries on Caribbean coral reefs; HIV prevention in Central America; and the history of mercury exposure to regional gold miners in Peru.

Our faculty frequently serve as expert guests to media organizations including *Business Insider*, CNN, *The Los Angeles Times*, McClatchy Washington Bureau, *Miami Herald*, *National Geographic*, NPR, *The New York Times*, *The Raleigh News and Observer*, *The Washington Post*, WRAL-TV, Univision, etc., on diverse subjects like Latin American politics, human rights, immigration, environment/conservation, and democratic governance.

***§9E2 Career Placement in Employment, Education or Training in Areas of National Need and Efforts to Increase the Number of Students in these Areas.*** Our universities offer critical training to students who are more likely to go into employment that addresses areas of national need or into government service. From 2010-2013, our Latin Americanist graduates included nine who went on to federal government jobs, three to state government, 99 to international organizations, 74 to business, 72 to elementary and secondary education, and 57 to higher education. UNC ranked in the top 15% on the Victory Media Military Friendly Schools list in 2014; 3<sup>rd</sup> and 14<sup>th</sup> among large universities in the number of Teach for America and Peace Corps volunteers in 2013; and 9<sup>th</sup> for undergraduates and 12<sup>th</sup> for graduates among the Best Schools for Entrepreneurs in a 2012 survey by *The Princeton Review*. We are contributing to a culture of citizenship, service, and responsibility as a matching Segal AmeriCorps Education Award institution (Duke) and an AmeriCorps VISTA site (UNC). Since 2012, a total of 50 Duke undergraduates have been invited to participate in the Clinton Global Initiative University Meetings to work on projects that will affect change locally and globally in areas such as education, environment and climate change, human rights, and poverty alleviation.

In making its FLAS and other awards, the Consortium has a strong track record of supporting students in areas of national need. We regularly support students in ecology and environmental management, international development policy, public policy studies, global health and environmental policy. Recent FLAS student placements include posts at AmeriCorps, Climate Focus, United Nations, USAID, U.S. Trade and Development Agency, and the World Bank, as well as academic positions in major universities across the United States.

## §10 FLAS Awardee Selection Procedures

**§10A Advertising, Selection Process and Priorities.** We coordinate our FLAS competitions

Table 10.1 FLAS Selection Process for Academic Year (AY) & Summer		with other area and international studies centers and with the fellowships offices of our schools to standardize procedures and schedules. We hold separate competitions at UNC
Steps in FLAS Selection	Timeframe	
Informational meetings about fellowships	Sept-Dec	
FLAS competition announcements/advertisement	Nov-Dec	
FLAS application (incl. completion of FAFSA form) deadline	Dec-Jan	
Work with Financial Aid offices to interpret FAFSA results	Jan-Feb	
FLAS selection committee(s) makes decisions	Mar-Apr	
Summer FLAS notifications	Mar-Apr	
Pre-course testing (for summer fellows) and post-course testing (for AY fellows) by language instructors	April-May	
Seek approval from IFLE on Summer FLAS awards/travel	Mar-Apr	
FLAS notifications ( <i>AY contingent pon IFLE funding notification</i> )	Mar-Apr	
Submit Summer FLAS report and final AY FLAS report via IRIS	June 1	
Seek approval from IFLE on AY FLAS awards/travel	Jun-Aug	
Pre-course testing (for AY FLAS fellows) and post-course testing (for Summer FLAS fellows) by language instructors	August	
Submit final Summer FLAS report and AY FLAS report IRIS	September 1	
Complete biennial survey of FLAS alumni over period of 8 years	Every 2 years	

and Duke (see Table 10.1) but selection procedures and criteria are the same. Each year the announcements and guidelines of the FLAS competitions are sent to all Latin Americanist faculty, graduate studies directors, and students on both campuses; and posted through our listservs, social media, and campus newspapers. We reach out to incoming students to ensure that they have the opportunity to apply as well. Finally, we include information about summer FLAS competitions in publicity for the Yucatec Maya Summer Institute. In January 2014 during

an IFLE site visit to our campuses, we held roundtable meetings with our FLAS fellows who shared what inspired them to study their language(s) and used the opportunity for peer networking. We plan to continue to organize similar gatherings regularly for our FLAS fellows to share their experiences and build community.

During 2014-2017, we will award at least 25% of our academic year FLAS fellowships for Portuguese. We will continue to work with our professional schools to encourage FLAS applications for advanced level language study. It is common for our Fellows in all disciplines to attain advanced proficiency in Portuguese, and we are seeing more Fellows complete multiple levels of study in Haitian Creole, Portuguese, and Yucatec Maya.

***§10B Student Application Procedures, Selection and Criteria.*** Applicants must submit an application form, a curriculum vitae, transcripts, a proposal describing their plans for language study and how it fits into their curriculum and career plans, a form evaluating the applicant's proficiency in the language (if applicable), and faculty letters of recommendation. Beginning in Y2 of the new grant cycle, applicants will also be required to complete a Free Application for Federal Student Aid (FAFSA) form in order to aid in determining financial need. Our Financial Aid offices will assist us with analysis of the FAFSA forms. Those students who propose to do overseas dissertation research must also submit a research plan, letter of affiliation, and an endorsement letter from their dissertation advisor. FLAS Fellowship selection decisions are made by interdisciplinary committees of Latin Americanist faculty members, including language and professional school professors. The committees will review all proposals and rank them using a weighted scale that considers academic merit, financial need, and the extent to which the proposed study or use of the language matches Title VI priorities. Every effort will be made to award the FLAS fellowships to students from a variety of disciplines and professional schools. In

recent years we have made awards to Master's degree students in Environmental Management, International Development Policy, Law, Public Health, Public Policy Studies and Social Work.

We will award all AY fellowships to students studying Haitian Creole, Portuguese, K'iche' Maya, advanced Spanish (beyond the first 12 semester hours, and only to students in disciplines where knowledge of Spanish is not normally expected), and Yucatec Maya. The summer competition also considers the study of other LCTLs, such as Guaraní and Nahuatl. We offer the Summer FLAS to intermediate and advanced level undergraduate students in Portuguese and Yucatec Maya. We will continue to encourage multi-year language study in our future fellowship competitions to ensure that students attain a high level of language proficiency. In this way students are ready to use the language as they go into the field to conduct Master's or dissertation research or begin their professional careers. For example, a two-time Brazilian Portuguese AY FLAS recipient and Masters of Environmental Management student became the Latin America Conservation Outcomes Manager for Conservation International; and a Brazilian Portuguese AY FLAS recipient and PhD in Comparative Literature (UNC) and Masters in International Development Policy (Duke) student served as Chief of Staff to the President of the MacArthur Foundation. In the 2010-2013 grant cycle, we awarded nearly 30% (31 awards) FLAS Fellowships to students from underrepresented populations (Black and Latina/o).

***Competitive Preference Priorities (CPP):***

***NRC CPP 1: Collaboration with MSIs and Community Colleges.*** The Consortium proposes two collaborative activities with MSIs and Community Colleges: 1) a partnership with two HBCUs, North Carolina Central University (NCCU) and Winston Salem State University (WSSU) to build Latin American Studies capacity and 2) a collaboration with UNC World View and NC Community Colleges to add Latin American content to the NC Global Distinction program.

**HBCUs:** As top-ranked HBCUs, NCCU (#12) and WSSU (#17) have instituted new global programs. At WSSU, for example, a FIPSE-Brazil grant expanded programs including an intensive summer course in Portuguese Language and Afro-Brazilian Culture at U. Federal de Minas Gerais. In the last decade, the Consortium has worked with faculty from both universities to develop new courses, a Portuguese minor, and to facilitate research and dissemination. NCCU and WSSU faculty are regular presenters at the annual Consortium conference. NCCU is a founding partner of the NC Latin American Film Festival.

Over the next four years, we will expand on these collaborations through course development (e.g., NCCU and UNC History faculty will develop a Latin American history course), NCCU/WSSU faculty involvement in working groups (e.g., Carolina Seminars, Duke Global Brazil Lab), and conference and professional development travel. We propose to disseminate information about the summer FLAS programs to WSSU and NCCU students to encourage intensive language study through NRC programs. To this end, we will prepare a list of eligible programs, work with NCCU and WSSU faculty and advisors, and will conduct an information session on site or via Skype to orient students. The Consortium will allocate at least one Summer FLAS grant to NCCU or WSSU students. At WSSU, internal funding will complement FLAS funds to ensure full coverage of the costs.

**Community Colleges:** The UNC Area Studies Centers, including the Consortium, will collaborate with UNC World View in a 4-year initiative to globalize the NC Community College (CC) curriculum. This initiative will develop a model of best practices for internationalizing postsecondary curricula and programs. Activities include 1) creating globally intensive courses; 2) supporting international activities on campus; and 3) faculty professional development through Global Curriculum Teams composed of CC faculty, World View, and UNC/Duke Area

Studies faculty and staff. NC Community Colleges and UNC faculty and staff have been meeting to adopt a common framework, define key concepts (e.g., globally intensive course, global competency), common goals, and evaluation methods. The Outreach Coordinator will work with each school's Global Distinction team to design the Latin American competencies component. The aim is to establish a program at each community college that includes: 1) completion of 15 credit hours of globally intensive courses; 2) participation in 8 international activities; 3) participation in 30 hours of study abroad or a domestic intercultural experience; 4) a capstone presentation by students on their global learning participation; and 5) transcript recognition for program completion, "Graduated with Global Distinction." Participating colleges include: Caldwell CC; Craven CC, Forsyth Technical CC, and Wilkes CC. In 2013, for example, the Consortium worked with two faculty fellows from Asheville-Buncombe CC to develop new Latin American courses now integrated into the Asheville-Buncombe CC Global Studies Certificate.

**NRC CPP 2: Collaborative Activities with School of Education/ Program in Education.** We propose to build on earlier collaborations between the Consortium and the UNC School of Education (SoE) and form a new partnership with the Duke Program in Education (PiE) to prepare NC teachers and students to integrate Latin American area and language content into the K-12 curriculum. We will align our work to the new state standards for Latin American Studies.

At UNC, the Dean of the SoE made internationalization of pre-service and graduate level teacher training a priority. In 2014, the SoE will launch a new MA in International Education; currently, globally-focused PhD students are developing instruments that define and evaluate global competence for NC in-service teachers; and faculty are leading projects on teacher education and equity in mathematics for students of Latin American descent (M. Civil) and in

foreign language education (J. Wooten). SoE is home of LearnNC, a Web-portal that engages K-12 educators (nearly 30,000 site visits a day) in the curriculum design and dissemination of innovative pedagogy. We collaborate with LearnNC to create Latin American resources.

At Duke, the Program in Education trains both undergraduate and graduate students. The Teacher Preparation Program allows undergraduate students to complete a Minor in Education while earning licensure at either the elementary or secondary level. The Master of Arts in Teaching (MAT) provides an intensive year-long program that emphasizes teaching students with a range of backgrounds and abilities. MAT students prepare for licensure at the secondary level in English, Social Studies, Science or Math.

The following proposals for collaborative expansion are based on recommendations from the UNC SoE Dean, the Duke PiE Director, and Education faculty, based on the respective programs' ability to train NC teachers. These include: 1) incorporating Latin American content into the year-long class, *Teaching Diverse Learners* (an MAT requirement); 2) course development grants for Education faculty to integrate Latin American studies into existing pre-service courses and to share materials through professional development presentations, teacher workshops, or through the Learn NC Web portal at UNC; 3) a 4-year speaker series designed to expand Education faculty area studies knowledge. The series will be broadcasted by Learn NC to all UNC-system Schools of Education; 4) the development of an annual Education Global Competencies Week; 5) offering orientation sessions (e.g., FLAS, global programs, etc.) for Education students to encourage pre-service teachers to become more engaged in global/Latin American knowledge (see §9C1-2).

**FLAS Competitive Preference Priority 1 and 2:** See §10 and Proposed Budget.

## **APPENDIX A: COURSE LISTS**



Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>LATIN AMERICAN AND CARIBBEAN LANGUAGES AND LITERATURES</b>								
<b>French</b>								
<b>FRENCH 480D/ CULANTH 274D/ HISTORY 274D</b>	Global France	Dubois	Fall	3	14	0	x	x
<i>50% of course content focused on the Francophone Caribbean</i>								
<b>FRENCH 791</b>	Special Readings in Advanced Haitian Creole	Pierre, Jenson	Spring	3	0	3		
<b>FRENCH 417S / AAAS 410S / AMES 202S / ICS 430S / HISTORY 387S</b>	Francophone Literature: Africa and French Caribbean	Moss	Spring	3			x	
<i>50% of course content focused on the Francophone Caribbean</i>								
<b>Haitian Creole</b>								
<b>CREOLE 101</b>	Elementary Creole I*	Pierre	Fall, Spring	3	4	6	x	x
<b>CREOLE 102</b>	Elementary Creole II*	Pierre	Fall, Spring	3	6	3	x	x
<b>CREOLE 203</b>	Intermediate Creole*	Pierre	Fall	3	8	2	x	x
<b>CREOLE # to be determined</b>	Advanced Creole*	Pierre	Spring	3				x
<i>*All Haitian Creole courses supported with Title VI NRC funds</i>								
<b>Portuguese</b>								
<b>PORTUGUE 89</b>	First Year Seminar in Portuguese: Brazil, Race, Sex, The Body	Aidoo	Fall	3				x
<b>PORTUGUE 101</b>	Elementary Portuguese I	Silva	Fall	3	12	5	x	x
<b>PORTUGUE 102</b>	Elementary Portuguese II	Silva	Spring	5	14	1	x	x
<b>PORTUGUE 112</b>	Portuguese as Second Romance Language	Silva	Spring	5	7	9	x	x
<b>PORTUGUE 203</b>	Intermediate Portuguese	Silva	Fall	3	13	2	x	x
<b>PORTUGUE 203A</b>	Intensive Brazilian Portuguese	Silva	Summer	5	8	0	x	x
<i>Duke in Brazil Study Abroad Course</i>								
<b>PORTUGUE 204</b>	Advanced Intermediate Portuguese	Silva	Spring	3	11	1	x	x
<b>PORTUGUE 390S / AMI 390S / LIT 390S</b>	Cine-Reality: Experiments in the Brazilian Documentary	Furtado	Spring	3	6	1		x
<b>PORTUGUE 394</b>	Research Independent Study in Portuguese	Silva	Spring	3	1	0	x	x
<b>PORTUGUE 490</b>	Brazil: Discovery, Conquest, Encounters	Furtado	Fall	3			x	x
<b>PORTUGUE 490 / CULANTH 290</b>	Blackness in Brazil and Latin America	Aidoo	Fall	3			x	

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Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Portuguese</b>								
<b>PORTUGUE 490S / AAAS 490S / ICS 490S / LATAMER 490S</b>	Black Brazil: Race, Nation and Cultural Politics	Aidoo	Spring	3	6	1		x
<b>PORTUGUE 490S</b>	Modernidades Brasileiras	Furtado	Spring	3	2	1	x	x
<b>PORTUGUE 490S / LATAMER 490S</b>	Cinema and Literature of Brazil	Furtado	Fall	3				x
<b>PORTUGUE 490 / CULANTH 290 / LIT 490 / LATAMER 490S / AAAS 490</b>	Brazil: Race, Sex, and the Body	Aidoo	Fall	3			x	
<b>PORTUGUESE 494</b>	Research Independent Study in Portuguese	Silva	Fall	3	1	0		x
<b>PORTUGUE 590S</b>	Representing Corporeality: Brazilian Cinema	Furtado	Fall	3			x	x
<b>PORTUGUE 590S</b>	Lusophone Brazil in Critical Theory	Furtado	Spring	3			x	x
<b>PORTUGUE 590S / LATAMER 590</b>	Brazil and Lusophone Africa	Aidoo	Fall	3	4	1		x
<b>Spanish</b>								
<b>SPANISH 92A</b>	Culture Language Costa Rica	Staff	Spring	3	41	0		x
<i>Duke in Costa Rica Study Abroad Course</i>								
<b>SPANISH 101</b>	Elementary Spanish 1	Staff	Fall, Spring	5	62	4	x	x
<b>SPANISH 102</b>	Elementary Spanish 2	Staff	Spring	5	134	0	x	x
<b>SPANISH 111</b>	Intensive Elementary Spanish	Simmermeyer, Staff	Fall, Spring	5	40	5	x	x
<b>SPANISH 140A</b>	Intensive Elementary Institute	Staff	Summer	6			x	x
<b>SPANISH 190FS / LINGUIST 195F</b>	FOCUS Topics in Spanish and Latin American Literature and Culture: Cognition, Identity, Linguistics, Human Rights	Paredes	Fall	3	18	0	x	x
<i>50% of course content focused on Latin America (taught in English)</i>								
<b>SPANISH 203</b>	Intermediate Spanish	Paredes, Fernandez, Staff	Fall, Spring, Summer	5	304	21	x	x
<b>SPANISH 204</b>	Advanced Intermediate Spanish	Merschel, Staff	Fall, Spring	5	233	1	x	x
<b>SPANISH 240A</b>	Intensive Elementary Institute	Staff	Summer	6			x	x
<b>SPANISH 270T / GLHLTH 270</b>	Voices in Global Health: Spanish Tutorial*	Clifford, Staff	Spring	3	7	0	x	x
<i>*Language Across the Curriculum Course, to be supported with Title VI NRC funds</i>								
<b>SPANISH 301</b>	Advanced Spanish Writing	Paredes, Clifford, Simmermeyer, Staff	Fall, Spring	3	96	1	x	x

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Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Spanish</b>								
<b>SPANISH 302</b>	Advanced Spanish Grammar	Simmermeyer, Munne	Fall, Spring	3	31	0	x	x
<b>SPANISH 303</b>	Introduction to Cultural Studies	Clifford, Staff	Fall, Spring	3	201	0	x	
<i>33% of course content focused on Latin America</i>								
<b>SPANISH 305</b>	Spanish for Heritage Speakers	Staff	Spring	3	7	1		x
<b>SPANISH 306A / GLHLTH 326A</b>	Language, Culture, Health in Costa Rica	Staff	Summer	5			x	
<i>Duke in Costa Rica Study Abroad Course</i>								
<b>SPANISH 306 / LSGS 306</b>	Health, Culture, Latino Community	Fernandez, Solorzano	Fall, Spring	3	29	0	x	x
<i>25% of course content focused on Latin America</i>								
<b>SPANISH 308S / LSGS 308S</b>	Latino/a Voices in Durham	Fernandez	Fall	3	13	0	x	x
<i>25% of course content focused on Latin America</i>								
<b>SPANISH 311</b>	Intensive Summer Spanish: Food Production and Consumption in NC and Peru	Simmermeyer, Staff	Summer	6			x	
<i>50% of course content focused on Latin America</i>								
<b>SPANISH 327S</b>	Mapping Colonial Latin America	Staff	Spring	3	13	0		
<b>SPANISH 327S</b>	Reinventing Nationhood Migration and Contemporary Spain and Latin America	Staff	Fall	3	18	0		
<i>25% of course content focused on Latin America</i>								
<b>SPANISH 331S</b>	Introduction to Literature, Film and Popular Culture	Sieburth, Staff	Spring	3	40	0	x	
<i>50% of course content focused on Latin America</i>								
<b>SPANISH 334 / ICS 333</b>	Introduction to Spanish American Literature I	Rosa	Fall, Spring	3	40	0		x
<b>SPANISH 335</b>	Introduction to Spanish American Literature II	Gabara, Staff	Fall, Spring	3	36	0	x	x
<b>SPANISH 361</b>	Latin American Literature in Translation	Dorfman	Fall	3				x
<b>SPANISH 390S.5 / LINGUIST 390S</b>	Spanish Linguistics	Paredes, Staff	Fall	3	12	0		x
<b>SPANISH 390A1.5</b>	Colloquial Spanish	Staff	Fall	3			x	
<b>SPANISH 390A1.6</b>	Great Latin American Writers	Staff	Fall	3			x	
<b>SPANISH 390A1.7</b>	Professional Spanish	Staff	Fall	3			x	
<b>SPANISH 432S</b>	Hispanic Literature and Popular Culture	Sieburth	Fall	3				x
<i>50% Latin American content</i>								
<b>SPANISH 490AS</b>	Constitutions of Plurinational States	Staff	Fall	5	3	0		
<i>Duke in the Andes Study Abroad Course</i>								
<b>SPANISH 490AS</b>	Latin American Literature	Staff	Fall	5	2	0		
<i>Duke in the Andes Study Abroad Course</i>								

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Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Spanish</b>								
<b>SPANISH 490AS</b>	Ecuadorian Political Thought	Staff	Fall	5	2	0		
<i>Duke in the Andes Study Abroad Course</i>								
<b>SPANISH 490AS</b>	History and Politics of Contemporary Latin America (Duke in Andes)	Staff	Fall	5	2	0		
<i>Duke in the Andes Study Abroad Course</i>								
<b>SPANISH 490S</b>	Revolution in Novel/ Novel of Revolution	Rodriguez-Garcia	Fall	3	10	2	x	x
<i>50% Latin American content</i>								
<b>SPANISH 490S</b>	Latina/o and Latin American Popular Culture	Milian	Spring	3	13	0		x
<i>50% Latin American content</i>								
<b>SPANISH 490S</b>	Literature, Commerce, Revolution in Cuba	Rosa	Fall	3				x
<b>SPANISH 590S.01</b>	Caribbean Hispanic Intellectuals	Rosa	Fall	3	5	4		
<b>SPANISH 590S.03</b>	The Decolonial Thought of Manuel Zapata Olivella	Staff	Spring	3	4	5		
<b>SPANISH 590S</b>	Decolonizing Research: Methodologies, Epistemologies, Pedagogies in Decolonial Perspective	Staff	Spring	3			x	
<b>SPANISH 590S</b>	Many Mexicos	Rodriguez-Garcia	Spring	3	10	0	x	
<b>SPANISH 590S.04</b>	Theories of the Global South	Milian	Fall	3	2	2		
<i>25% Latin American Content</i>								
<b>SPANISH 716</b>	Hispanic Literature, Mass Culture, and Theory	Sieburth	Fall	3				x
<i>25% Latin American Content</i>								
<b>INTERDIS 155B</b>	Beginner Medical Spanish (Elective)	Clements	Spring	2		15	x	x
<b>INTERDIS 155B.16</b>	Beginner Medical Spanish (Lecture)	Clements	Fall	2		15	x	x
<b>INTERDIS 156B</b>	Advanced Medical Spanish (Elective)	Clements	Spring	2		19	x	x
<b>INTERDIS 156B.16</b>	Advanced Medical Spanish (Lecture)	Clements	Fall	2		19	x	x
<b>LAW 655</b>	Spanish for Legal Studies	Kielmanovich	Fall Spring	3	0	30	x	x
<b>NURSING 531</b>	Medical Spanish and Cultural Competency for Health Care, Beginning I	Solorzano	Fall Spring	3	0	51	x	x
<b>NURSING 532</b>	Medical Spanish and Cultural Competency for Health Care, Beginning II	Solorzano	Fall Spring	3	0	39	x	x

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<b><i>Spanish</i></b>								
<b>NURSING 533</b>	Medical Spanish and Cultural Competency for Health Care, Intermediate I	Solorzano	Fall Spring	3	0	29	x	x
<b>NURSING 534</b>	Medical Spanish and Cultural Competency for Health Care, Intermediate II	Solorzano	Fall Spring	3	0	38	x	x
<b>NURSING 535</b>	Medical Spanish and Cultural Competency For Health Care, Advanced Conversational	Solorzano	Fall Spring	3	0	21	x	x
<b>TOTAL DUKE ENROLLMENT ALL LANGUAGE COURSES</b>					1531	355		

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<b>NON-LANGUAGE COURSES (INTERNATIONAL AND AREA STUDIES)</b>								
<b><i>African and African-American Studies</i></b>								
<b>AAAS 129 / CULANTH 129</b>	Culture and Politics of the Caribbean	Crichlow	Fall	3				x
<b>AAAS 290S / WOMENST 290S / ICS 290S / CULANTH 290S</b>	Women of Color in the Americas	Staff	Fall	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>AAAS 321 / CULANTH 322 / LATAMER 390</b>	Visualizing the Caribbean	Crichlow	Spring	3			x	
<b>AAAS 329 / ARTHIST 383 / ICS 226S</b>	The Black Atlantic	Staff	Spring	3	7	0	x	
<i>50% Latin American/Caribbean content</i>								
<b>AAAS 343 / LATAMER 343 / SOCIOL 343 /</b>	Migration and Human Trafficking	Crichlow	Fall	3			x	x
<i>75% Latin American/Caribbean content</i>								
<b>AAAS 352 / SOCIOL 374 / ICS 206</b>	Pigging Out: The Cultural Politics of Food	Crichlow	Spring	3	26	0	x	
<i>33% Latin American/Caribbean content</i>								
<b>AAAS 355S / ENGLISH 359</b>	Diaspora Literacy: Black Women Novelists of the Third World	Staff	Spring	3				x
<i>25% Latin American/Caribbean content</i>								
<b><i>Art/Art History/Visual Studies</i></b>								
<b>ARTHIST 290 / VMS 290 / LATAMER 390</b>	Art and Visual Culture in Central America	Staff	Spring	3	12	0		
<b>ARTVIS 490S / ROMST 490S / LATAMER 490S</b>	Decolonial Aesthetics	Jenson, Duval-Carrie	Fall	3	1	1		
<i>50% Latin American/Caribbean content; team-taught with 2012-13 Mellon Visiting Professor Edouard Duval-Carrie</i>								

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<b>Art/Art History/Visual Studies</b>								
<b>ARTHIST 590S</b>	Modern and Contemporary Latin American Art	Gabara	Spring	3	4	2		
<b>ARTSVIS 690S / AAAS 690S / FRENCH 690S / HISTORY 590S / LATAMER 690S / VMS 590S</b>	Visions of Haiti	Dubois, Duval-Carrié	Fall	3	3	9		
<i>Team-taught with 2012-13 Mellon Visiting Professor Edouard Duval-Carrié</i>								
<b>Arts &amp; the Moving Image</b>								
<b>AMI 246S / LIT 320S / ICS 320S / AAAS 247S / LATAMER 320</b>	Social Movements and Social Media	Mottahedeh	Fall, Spring	3	29	0	x	x
<i>25% Latin American/Caribbean content</i>								
<b>AMI 644S / LIT 613S / ICS 613S / LATAMER 613S / AAAS 530S</b>	Third Cinema	Mottahedeh	Fall	3	2	6		
<i>25% Latin American/Caribbean content</i>								
<b>Biology</b>								
<b>BIOLOGY 205 / ENVIRON 205</b>	Marine Megafauna	Staff	Spring	3	59	1	x	
<i>25% Latin American content</i>								
<b>BIOLOGY 270A</b>	Conservation Biology and Policy	Orbach, Staff	Summer	3	10	0		
<i>25% Latin American content</i>								
<b>BIOLOGY 280A</b>	Fundamentals of Tropical Biology	Staff	Fall, Spring, Summer	3	65	0	x	x
<i>Duke in Costa Rica Study Abroad course</i>								
<b>BIOLOGY 281LA</b>	Research Methods Tropical Biology	Staff	Fall, Spring	3	50	0	x	
<i>Duke in Costa Rica Study Abroad course</i>								
<b>BIOLOGY 373LA</b>	Sensory Physiology and Behavior Marine Animals	Rittschof	Fall	3	8	0		
<i>25% Latin American content</i>								



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<b>Biology</b>								
<b>BIOLOGY 375 / ENVIRON 375</b>	Biology/Conservation of Sea Turtles	Staff	Spring	3	10	0	x	
<i>50% Latin American content</i>								
<b>BIOLOGY 384A / ENVIRON 384A</b>	Marine Conservation Biology in Practicum	Staff	Summer	3			x	
<i>25% Latin American content</i>								
<b>BIOLOGY 561</b>	Tropical Ecology	Staff	Spring	3	0	20	x	
<b>BIOLOGY 570LA</b>	Tropical Marine Ecology	Staff	Fall, Spring	4	0	18	x	x
<b>BIOLOGY 773LA</b>	Marine Ecology	Staff	Fall, Summer	4	0	18	x	
<i>25% Latin American content</i>								
<b>Business</b>								
<b>GATE 583</b>	Global Academic Travel Experience: Latin America (Brazil, Chile, Argentina)	Duddy	Spring	3	0	27	x	
<b>Canadian /North American Studies</b>								
<b>CANADIAN 250S / POLSCI 223A / PUBPOL 221S</b>	Critical Current Issues in North America	Kelly	Spring	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>CANADIAN 350S / PUBPOL 216S</b>	The U.S. Border	Kelly	Fall	3	18	0		
<i>50% Latin American/Caribbean content</i>								
<b>Cultural Anthropology</b>								
<b>CULANTH 80S</b>	Race, Gender and Identity	Staff	Fall	3				x
<i>25% Latin American/Caribbean content</i>								
<b>CULANTH 195 / ICS 195 / SOCIOL 195 / HISTORY 103 / POLSCI 110 / RELIGION 195</b>	Comparative Approaches to Global Issues	Hasso, Staff	Fall, Spring	3	84	0	x	
<i>25% Latin American/Caribbean content</i>								



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<b>Cultural Anthropology</b>								
<b>CULANTH 210 / VMS 247</b>	Global Culture	Staff	Summer	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>CULANTH 221SL / AAAS 221SL / DANCE 221SL</b>	Capoeira: Practice and Culture	Wesolowski	Fall	3				x
<b>CULANTH 254 / LSGS 254</b>	The American Borderlands	Nelson	Fall	3			x	
<i>50% Latin American/Caribbean content</i>								
<b>CULANTH 290</b>	Human Rights & Revolution in Film	Staff	Summer	3	19	0	x	
<i>33% Latin American/Caribbean content</i>								
<b>CULANTH 290S / PUBPOL 290 / ICS 290</b>	Urban Violence	Staff	Summer	3	3	0		
<i>25% Latin American/Caribbean content</i>								
<b>CULANTH 290S / GBLHT 390 / GBLHT 590</b>	Global Health & Human Rights	Staff	Summer	3	7	0	x	
<i>25% Latin American/Caribbean content</i>								
<b>CULANTH 290S / PUPOBL 290 / POLSCI 390 / PUBPOL 590</b>	War, Media, and Law	Staff	Summer	3	11	0	x	
<i>25% Latin American/Caribbean content</i>								
<b>CULANTH 290S / PUBPOL 290</b>	Human Rights in Latin America	Kirk	Fall	3			x	x
<b>CULANTH 367D / SPANISH 412D / LSGS 412D / HISTORY 412D</b>	Mayas Aztecs and Incas	Mignolo, Staff	Fall	3	44	0	x	x
<b>CULANTH 385S / AAAS 385S</b>	Cultures of the African Diaspora	Matory	Fall	3			x	x
<i>50% Latin American/Caribbean content</i>								
<b>CULANTH 425 / ICS 404</b>	Globalization and Anti-Globalization	Staff	Fall, Spring	3	48	1	x	
<i>25% Latin American/Caribbean content</i>								
<b>CULANTH 489</b>	Global Studies Capstone	Staff	Spring	3			x	
<i>25% Latin American/Caribbean content</i>								

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<b>Cultural Anthropology</b>								
<b>CULANTH 490S / LIT 490S / ROMST 490S</b>	Hispanic and Latino/a Challenges	Mignolo	Spring	3			x	
<i>50% Latin American/Caribbean content</i>								
<b>CULANTH 590S / LIT 690S / SPANISH 590S</b>	(De)Coloniality and Geo-politics of Knowledge	Mignolo	Fall	3	4	8	x	
<i>33% Latin American/Caribbean content</i>								
<b>CULANTH 791</b>	History and Anthropology of the Andes	Silverblatt	Spring	3			x	
<b>CULANTH 890S</b>	Anthropology and the State	Nelson	Fall	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>Dance</b>								
<b>DANCE 131</b>	Capoeira: Brazilian Dance/Martial Art (Sponsored by the Global Brazil Humanities Lab)	Wesolowski	Fall	3				x
<b>Documentary Studies</b>								
<b>DOCST 153FS</b>	The U.S./Mexico Border	Thompson	Fall	3	15	0	x	
<i>33% Latin American/Caribbean content</i>								
<b>DOCST 341S / CULANTH 238S / ICS 342S / PUBPOL 380</b>	Politics of Food	Thompson	Fall	3				x
<i>25% Latin American/Caribbean content</i>								
<b>Education</b>								
<b>EDUC 290S / LSGS 290S</b>	Latina/o Educational Experiences	Staff	Spring	3	13	0	x	
<b>EDUC 307S / LSGS 307S / SPANISH 307S /</b>	Issues of Education and Immigration	Staff	Spring	3	10	1		
<i>25% Latin American/Caribbean content</i>								
<b>Earth &amp; Ocean Sciences</b>								
<b>EOS 404S</b>	Geology of Tropical Marine Environments (Belize)	Staff	Spring	3	4	0		
<i>50% Latin American/Caribbean content</i>								

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<b>Earth &amp; Ocean Sciences</b>								
EOS (course # to be determined)	The Amazon: Bio-Diversity, Energy, Human Development (sponsored by the Global Brazil Humanities Lab)	Baker	Fall	3				x
<b>Environmental Sciences</b>								
ENVIRON / LATAMER (course numbers to be determined)	WASTE: Visual and Environmental Representations in the Americas and Beyond	Rojas-Sotelo	Spring	3				x
ENVIRON 282A	Environmental Science and Policy of the Tropics	Staff	Fall, Spring	3	50	0	x	
<i>Duke in Costa Rica Study Abroad Course</i>								
ENVIRON 286A	Marine Policy	Orbach	Fall	3	3	0	x	
<i>25% Latin American content</i>								
ENVIRON 287A	Marine Conservation Service Learning Course: Challenges at Sea	Staff	Fall	4	5	0	x	
<i>25% Latin American content</i>								
ENVIRON 346A / PUBPOL 246A	Marine Conservation Policy	Staff	Summer	3			x	
<i>25% Latin American content</i>								
ENVIRON 374S	Community Based Marine Conservation in the Gulf of California	Basurto	Spring	3		3	x	x
ENVIRON 572 / PUBPOL 574	Economic Evaluation of Sustainable Development	Pfaff	Spring	3	10	10		
<i>50% Latin American/Caribbean content</i>								
ENVIRON 579S / PUBPOL 579S	Collective Action, Environment, and Development	Pfaff	Fall	3	8	7		
<i>50% Latin American/Caribbean content</i>								
ENVIRON 590	Community Based Environmental Management Practicum	Shapiro-Garza	Spring	3	0	10		
<i>50% Latin American/Caribbean content</i>								
ENVIRON 590LA	Caribbean Invertebrate Zoology	Staff	Spring	3			x	
ENVIRON 824A	Marine Conservation Biology	Campbell, Staff	Spring	3	0	10		

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<b>Environmental Sciences</b>								
<b>ENVIRON 703 / ENVIRON 210D</b>	Conservation Biology: Theory and Practice	Pimm	Fall	3	0	26		
<i>25% Latin American content</i>								
<b>ENVIRON 709A</b>	Conservation Biology and Policy	Orbach, Staff	Summer	3	0	16		
<i>25% Latin American content</i>								
<b>ENVIRON 720</b>	Land Conservation in Practice	Swenson	Spring	3			x	
<i>50% Latin American/Caribbean content</i>								
<b>ENVIRON 777A</b>	Biology and Conservation of Sea Turtles	Staff	Spring	3			x	
<i>50% Latin American/Caribbean content</i>								
<b>ENVIRON 786A / PUBPOL 749A / POLSCI 707A</b>	Marine Policy	Orbach	Fall	3	0	22	x	
<i>25% Latin American content</i>								
<b>ENVIRON 802</b>	Program Management for Environmental Professionals	Swenson	Spring	3				x
<b>ENVIRON 975</b>	Community Based Environmental Management in Mexico	Shapiro	Spring	4	0	10		
<b>Global Health</b>								
<b>GLHLTH 171</b>	Global Health and Vulnerable Populations	Boyd	Fall	3	16		x	x
<i>50% Latin American/Caribbean content</i>								
<b>GLHLTH 380A</b>	Research Practicum in Tropical Medicine and Public Health Costa Rica	Staff	Spring	3	17	0		
<i>Duke in Costa Rica Study Abroad course</i>								
<b>GLHLTH 383A</b>	Tropical Medicine and Public Health	Staff	Fall, Spring	3	36	0	x	
<i>Duke in Costa Rica Study Abroad course</i>								
<b>GLHLTH 390S / ECON 390S</b>	Global Health Law and Technology	Staff	Summer	3	9	0	x	
<i>25% Latin American/Caribbean content</i>								
<b>GLHLTH 395</b>	Connections in Global Health: Interdisciplinary Team Projects (Research in Peru)	Pan	Fall	3			x	
<b>GLHLTH 501</b>	Global Health Capstone	Boyd, Clements	Spring	3	49		x	x
<i>25% Latin American/Caribbean content</i>								

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<b>Global Health</b>								
<b>GLHLTH 637S / ENVIRON 637S</b>	Population and Environmental Dynamics Influencing Health	Pan	Spring	3		8	x	x
<i>50% Latin American/Caribbean content</i>								
<b>History</b>								
<b>HISTORY 190S</b>	Human Rights and Memory in Latin America	Staff	Spring	3	4			
<b>HISTORY 266 / ROMST 204 / FRENCH 362</b>	Soccer Politics*	Dubois	Fall	3			x	x
<i>*25% Latin American/Caribbean content; Language Across the Curriculum course to be supported with Title VI NRC funds</i>								
<b>HISTORY 312 / AAAS 212 / CANADIAN 312 / ICS 312</b>	Europe's Colonial Encounter	Staff	Fall	3				x
<i>25% Latin American/Caribbean content</i>								
<b>HISTORY 316S / AAAS 217S / ICS 209S</b>	The Atlantic Slave Trade	Gaspar, Staff	Fall	3	10	0	x	x
<i>50% Latin American/Caribbean content</i>								
<b>HISTORY 318 / AAAS 218</b>	The Caribbean, 1492-1700	Gaspar	Fall	3	21	0	x	x
<b>HISTORY 319 / AAAS 219 / ICS 263</b>	Caribbean 18th Century	Gaspar	Spring	3	40	0	x	
<b>HISTORY 321 / AAAS 240 / CULANTH 322 / ICS 319 / ROMST 321 /</b>	The Modern Caribbean after Emancipation	Dubois, Staff	Fall, Spring	3	6	0		x
<b>HISTORY 326</b>	Latin American Colonialism	Sigal	Fall	3			x	
<b>HISTORY 327 / AAAS 209 / PORTUGUE 260</b>	Afro-Brazilian Culture and History	Staff	Fall	3				x
<b>HISTORY 328 / AAAS 123</b>	Global Brazil (Sponsored by the Global Brazil Humanities Lab)	French, Staff	Spring	3			x	x
<b>HISTORY 329 / ICS 329</b>	Modern Latin America	Staff	Fall	3			x	x

## APPENDIX A: COURSE LIST - DUKE UNIVERSITY

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>History</b>								
<b>HISTORY 390S / AAAS 390S /</b>	Haiti Project (Sponsored by the Duke Haiti Lab)	Nadel (Visiting Professor from NC Central University)	Fall Spring	3	8	0		
<b>HISTORY 465S / LSGS 465S</b>	History of the U.S./Mexico Border, 18th to 20th centuries	Deutsch	Fall	3	10	0	x	x
<i>50% Latin American/Caribbean content</i>								
<b>HISTORY 501/ WOMENST 501</b>	History of Sexuality	Sigal	Fall	3	12		x	x
<i>50% Latin American/Caribbean content</i>								
<b>HISTORY 790S</b>	Latin American History Graduate Topics	French, Olcott, Sigal	Fall Spring	3	0	18	x	x
<b>HISTORY (Course # to be determined)</b>	Building Democracy, Combating Inequality (Sponsored by Global Brazil Humanities Lab)	French	Fall	3				x
<b>International Comparative Studies</b>								
<b>ICS 290S / LIT 290S / LSGS 290S / POLSCI 390S</b>	Resistance and Revolution	Staff	Summer	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>ICS 390A</b>	Spain and Latin America in Global Context (Duke in Madrid study abroad course)	Staff	Fall	3	4	0		
<i>50% Latin American/Caribbean content</i>								
<b>Interdisciplinary Courses</b>								
<b>INTERDIS 422C</b>	Exploring Medicine in Foreign Cultures*	Clements	Spring	3		17	x	x
<b>INTERDIS 423C</b>	Honduras Trip*	Clements	Spring	3		12	x	x
<i>*The two courses above supported with Title VI NRC funds</i>								
<b>Latin American Studies</b>								
<b>LATAMER 230 / HISTORY / 330 / ICS 327</b>	Introduction to Contemporary Latin America	Arce, Staff	Spring	3	13	0	x	x



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Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Latin American Studies</b>								
<b>LATAMER 390S / DOCST 290S / CULANTH 290S / ICS 290S</b>	Building Creative Communities	Rojas-Sotelo	Fall	3	7	1	x	
<i>33% Latin American/Caribbean content</i>								
<b>LATAMER 390S / PUBPOL 290S / ENVIRON 390S</b>	Environment and Natural Resource Economics in Latin America	Velez	Fall	3			x	
<i>Taught by CLACS 2013-14 Mellon Visiting Professor Maria Velez</i>								
<b>LATAMER 590S / ENVIRON 590S / PUBPOL 590S</b>	Economic Field Experiments in Latin America	Velez		3			x	
<i>Taught by CLACS 2013-14 Mellon Visiting Professor Maria Velez</i>								
<b>LATAMER 471S / HISTORY / 471S / POLSCI</b>	Capstone Seminar: Latin American Left Turns: A New Politics for the 21st Century?	French	Spring	3	9	0		x
<b>LATAMER</b> (course # to be determined)	Surviving Globalization? Caribbean Spaces and the Development Imaginary	Northover	Spring	3				x
<i>To be offered by 2014-15 Mellon Visiting Professor Patricia Northover</i>								
<b>LATAMER</b> (course # to be determined)	Consuming Power and Place: Sugar Circuits, Imperial Power and Visual Cultures	Northover	Spring	3				x
<i>To be offered by 2014-15 Mellon Visiting Professor Patricia Northover</i>								
<b>Law</b>								
<b>LAW 236</b>	International Human Rights	Helfer	Spring	3	1	30		
<i>25% Latin American/Caribbean content</i>								
<b>LAW 559</b>	Latin American Business Law	Kielmanovich	Spring	3	0	12	x	
<b>Literature</b>								
<b>LIT 390S / LSGS 290S / WOMENS 290S / VMS 290S</b>	US-Mexico Border: Art, Literature, Media	Staff	Spring	3	6	0		
<i>33% Latin American/Caribbean content</i>								
<b>LIT 390S / LSGS 290S / WOMENS 290S</b>	Introduction to Psychoanalytic Theory of Latino Experience	Viego	Fall	3	16		x	
<i>25% Latin American/Caribbean content</i>								

## APPENDIX A: COURSE LIST - DUKE UNIVERSITY

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Literature</b>								
LIT 390SA / ISIS 390SA	Environmental Media	Staff	Summer	3			x	
25% Latin American/Caribbean content								
LIT 690S / ROMST 690S	Special Topics in Literature - Who Are the Real Barbarians?	Dorfman	Spring	3	1	7		
33% Latin American/Caribbean content								
LIT 690S	Decolonial Aesthetics Global View	Mignolo	Spring	3	0	6		
25% Latin American/Caribbean content								
<b>Music</b>								
MUSIC 130 / CULANTH 131	World Music: Aesthetic and Anthropological Approaches	Meintjes	Fall	3	25		x	x
25% Latin American/Caribbean content								
MUSIC 212 / AAAS 190S	Afro-Cuban Percussion	Simmons	Fall Spring	3	26	0	x	x
50% Latin American/Caribbean content								
<b>Political Science</b>								
POLSCI 117	Democracy, Development, Violence	Staff	Summer	3			x	
25% Latin American/Caribbean content								
POLSCI 223S / CANADIAN 250S / PUBPOL 221S	North America: Critical Issues	Kelly	Spring	3	18	0		
33% Latin American/Caribbean content								
POLSCI 353	Comparative Democratic Development	Remmer	Fall	3	24	1	x	
25% Latin American/Caribbean content								
POLSCI 349	Political Economy of Latin America	Remmer	Fall	3				x
<b>Public Policy Studies</b>								
PUBPOL 290 / HISTORY 390	Selected Topics in Public Policy: The Cold War	Brands	Spring	3	22		x	x
30% Latin American Content								
PUBPOL 390A	Constitutions of Pluricultural Nation States	Staff	Fall	3	1	0		
Duke in the Andes Study Abroad course (Ecuador)								
PUBPOL 390A	Sustainable Development Andean Region	Staff	Fall	3	1	0		
Duke in the Andes Study Abroad course (Ecuador)								



## APPENDIX A: COURSE LIST - DUKE UNIVERSITY

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Public Policy Studies</b>								
<b>PUBPOL 590 / LATAMER 590 / POLSCI 690</b>	U.S. Policy in Latin America	Duddy	Spring	3	9	3	x	x
<i>100% Latin American/Caribbean content</i>								
<b>PUBPOL 598</b>	Economic Growth and Development Policy	F. Fernholz	Fall	3	1	35		
<i>50% Latin American/Caribbean content</i>								
<b>PUBPOL 700S</b>	Policy Analysis of Development	Mirovitskaya, F. Fernholz	Fall	3	0	57		
<i>50% Latin American/Caribbean content</i>								
<b>PUBPOL 701</b>	Economic Foundations for Development	Staff	Fall	3	0	23		
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 721S</b>	Institutional Design for Sustainable Development	Lethem	Fall	3	0	18		
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 723</b>	Poverty Reduction and International Financial Institutions	Pomerantz	Fall	3		21	x	x
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 724</b>	Politics of International Aid in Low-Income Countries	Pomerantz	Spring	3		14	x	x
<i>50% Latin American/Caribbean content</i>								
<b>PUBPOL 726</b>	Innovation and Political Entrepreneurship	R. Fernholz	Spring	3		7	x	x
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 750</b>	International Development Policy/Social Environmental Course	R. Fernholz	Spring	3		9	x	x
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 789</b>	Leadership and Development	Pomerantz	Spring	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 790</b>	Governance and Development	Pomerantz	Spring	3	0	11		
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 790</b>	Development, Security, Violence	Mirovitskaya	Spring	3	0	13		
<i>25% Latin American/Caribbean content</i>								
<b>PUBPOL 790</b>	Social and Political Context of Development	R. Fernholz	Spring	3			x	
<i>50% Latin American/Caribbean content</i>								
<b>PUBPOL 790</b>	Indigenous Peoples, Rights and Development	R. Fernholz	Spring	3			x	
<i>75% Latin American/Caribbean content</i>								
<b>PUBPOL 810</b>	Microeconomics and Public Policy-	Pfaff	Fall	3			x	
<i>25% Latin American/Caribbean content</i>								

## APPENDIX A: COURSE LIST - DUKE UNIVERSITY

Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Public Policy Studies</b>								
PUBPOL 901	Political Economy of Public Policy	Pfaff	Fall	3			x	
<i>25% Latin American/Caribbean content</i>								
PUBPOL 902	Ethics of Public Policy	Pfaff	Spring	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>Romance Studies</b>								
ROMST 590S / LIT 590S / VMS 590S	Knowing (What) To Do	Gabara, Mignolo	Spring	3			x	
<i>50% Latin American/Caribbean content</i>								
ROM ST 700	Theories and Techniques of Teaching Foreign Language	Paredes, Staff	Fall	3		3	x	x
ROMST 790S	The Caribbean at Duke: Archival Exploration	Jenson, Hansen, Ackerman	Spring	3			x	
ROMST 790S	Topics in Romance Studies: Theorizing Africa and the Caribbean	Dubois/Staff	Fall	3				x
<i>50% Latin American/Caribbean content</i>								
ROMST (Course # to be determined)	Designing Brazil (sponsored by the Global Brazil Humanities Lab)	Gabara	Fall	3				x
<b>Sociology</b>								
SOCIOL 160 / CULANTH 170 / VMS 170 / LINGUIST 170	Advertising and Society	Staff	Summer	3			x	
<i>25% Latin American/Caribbean content</i>								
SOCIOL 690S / AAAS 690S / CULANTH 590S/ LATAMER 690S	Citizen/Subject in a Neoliberal Age	Crichlow	Spring	3			x	x
<i>33% Latin American/Caribbean content</i>								
SOCIOL 730S	Globalization and Development	Gereffi	Fall	3			x	x
<i>33% Latin American/Caribbean content</i>								
<b>Writing Program</b>								
WRITING 101	El Norte	Nicolas Eilbaum	Fall Spring	3	60	0		
<i>50% Latin American/Caribbean content</i>								
WRITING 101	Myth of the Maya	Staff	Fall	3	36	0		
<i>100% Latin American/Caribbean content</i>								
WRITING 101	Social Movements in Writing	Staff	Spring	3	12	0	x	x
<i>100% Latin American/Caribbean content</i>								
WRITING 101	Decolonizing Amazonia	Baletti	Fall	3			x	

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<i>100% Latin American/Caribbean content</i>								
Course Number	Course Name	Instructor Name	Term Offered	Contact Hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Writing Program</b>								
<b>WRITING 101</b>	Amazonia: Power Justice Nature	Baletti	Spring	3			x	
<i>100% Latin American/Caribbean content</i>								
<b>WRITING 101</b>	Academic Writing: Navigating the Middle Passage: The Transatlantic Slave Trade in Contemporary Writing	Staff	Fall	3				x
<i>50% Latin American/Caribbean content</i>								
<b>WRITING 101</b>	Dance Into Words	Wesolowski	Fall	3			x	
<b>WRITING 101</b>	Multilingualism in the U.S.	Eilbaum	Spring	3			x	
<i>25% Latin American/Caribbean content</i>								
<b>TOTAL DUKE ENROLLMENT ALL NON-LANGUAGE COURSES</b>						1172	552	

**APPENDIX A: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>University of North Carolina-Chapel Hill Courses</b>								
<b>LATIN AMERICAN AND CARIBBEAN LANGUAGES AND LITERATURES</b>								
<b>Art History</b>								
ARTH 150	World Art	Staff	Spring	3			X	X
<i>Language Across the Curriculum (LAC) Research Component. Students work with LAC graduate student consultant to incorporate a target language (Spanish) into their research projects. Pilot project to be expanded in 2014-17 with NRC support.</i>								
<b>Business</b>								
MBA 872	Beginner Working Spanish	Rodriguez	Fall	0.5		21	X	X
MBA 872B	Beginner Working Spanish 2	Rodriguez	Spring	0.5		10	X	X
MBA 873	Intermediate Working Spanish	Rodriguez	Fall	0.5		9	X	X
MBA 873B	Intermediate Working Spanish 2	Rodriguez	Spring	0.5		17	X	X
MBA 875	Beginner Working Portuguese	Fuentes Lima	Fall	0.5		3	X	X
MBA 876	Beginner Working Portuguese 2	Fuentes Lima	Spring	0.5		4	X	X
<b>French</b>								
FREN 280	Representations of the Americas	Staff	Spring	3	13		X	X
FREN 375	Francophone Studies	Staff	Fall	3	24		X	X
FREN 382	French and Francophone Prose	Staff	Fall	3	20		X	X
<i>25% focus on Francophone Caribbean literature</i>								
<b>Global Studies</b>								
GLBL 789	Teaching Language Across the Curriculum	Kinsella	Spring	3		7	X	X
<i>Requires student projects in target language (Spanish). Supported by NRC funds</i>								
<b>Latin American Studies-Yucatec Maya</b>								
LTAM 411	Beginning Yucatec Maya	Mora Marin	Summer	6	1	5	X	X
LTAM 512	Intermediate Yucatec Maya	Briceño	Summer	6	2	3	X	X
LTAM 690	Advanced Yucatec Maya	Castillo	Summer	6		3	X	X
<b>Linguistics</b>								
LING 562/ MAYA 101	Introduction to Yucatec Maya	Mora Marin	Fall, Spring	3	4	6		X
<i>Supported with NRC funds</i>								
<b>Medicine</b>								
MEDI 620	Beginning Medical Spanish	Staff	Fall, Spring	3		77	X	X
MEDI 623	Intermediate Medical Spanish	Staff	Fall, Spring	3		56	X	X
<b>Portuguese</b>								
PORT 101	Elementary Portuguese 1	Castelloes, Gomez, Fuentes Lima, Rector, Taylor, Vernon	Fall, Spring, Summer	3	220	4	X	X
PORT 102	Elementary Portuguese 2	Castelloes, Vernon	Fall, Spring, Summer	3	176	3	X	X
PORT 203	Intermediate Portuguese 1	Castelloes, Taylor	Fall, Spring, Summer	3	141		X	X
PORT 204	Intermediate Portuguese 2	Vernon, Rector	Fall, Spring	3	28	1	X	X
PORT 270	Modern Brazilian Literature	Clark	Fall, Spring	3	110		X	X
PORT 275	Portuguese Fiction	Rector, Vernon	Fall, Summer	3	55		X	X
PORT 310	Oral Communication	Fuentes Lima	Fall	3	12	1	X	X
PORT 323	Luso-Brazilian Civilization	Fuentes Lima	Spring	3	7		X	X
PORT 382	Women Writers: Brazil and Beyond	Staff	Fall	3				X
PORT 387	Brazilian Religious Movements through Film and Literature	Castro	Spring	3				X

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<b>Course Number</b>	<b>Course Title</b>	<b>Instructor Name</b>	<b>Term Offered</b>	<b>Contact hours</b>	<b>12/13 UG</b>	<b>12/13 GRAD</b>	<b>13/14 Offered</b>	<b>14/15 Offered</b>
<b>Portuguese</b>								
<b>PORT 388</b>	Portuguese, Brazilian, and African Identity in Film	Rector	Fall, Summer	3	66		X	X
<b>PORT 396</b>	Research Advanced Students	Vernon, Rector	Fall, Spring	3	5		X	X
<b>PORT 398</b>	Women Writers	Rector	Spring	3	11	2	X	X
<b>PORT 401</b>	Accelerated Brazilian Portuguese 1	Vernon	Fall	3	25		X	X
<b>PORT 402</b>	Accelerated Brazilian Portuguese 2	Vernon	Spring	3	21	1	X	X
<b>PORT 840</b>	Special Readings	Fuentes Lima, Rector	Fall, Spring	1		6	X	X
<b>Public Health</b>								
<b>PUBH 610</b>	Spanish for Health Professionals (Beginning)	Staff	Fall, Spring	3	18	75	X	X
<b>PUBH 613I</b>	Spanish for Health Professionals (Intermediate)	Staff	Fall, Spring	3	8	37	X	X
<b>PUBH 615I</b>	Advanced Spanish for Health Professionals	Staff	Fall	3	6	20	X	X
<b>Romance Languages and Literatures</b>								
<b>ROML 057</b>	First Year Seminar: Nature in Latin American Literature: Ecology, Gender, and Other	Rivero	Fall	3	18			X
<b>ROML 058</b>	First Year Seminar: Writing A Woman's Life	Estrada	Spring	3	13			X
<b>Spanish</b>								
<b>SPAN 100</b>	Elementary Spanish Review	Staff	Fall	3	66	1	X	X
<b>SPAN 101</b>	Elementary Spanish 1	Dominguez, Rivero, Staff	Fall, Spring, Summer	3	177	12	X	X
<b>SPAN 102</b>	Elementary Spanish 2	Cowell, Maisch, Staff	Fall, Spring, Summer	3	246	6	X	X
<b>SPAN 105</b>	Spanish for High Beginners	Staff, Amat, Lindquist	Fall, Spring, Summer	3	1017	3	X	X
<b>SPAN 203</b>	Intermediate Spanish 1	Carrasco, Staff	Fall, Spring, Summer	3	1992	5	X	X
<b>SPAN 204</b>	Intermediate Spanish 2	De Fays, Maisch, Wooten, Staff	Fall, Spring, Summer	3	739	5	X	X
<b>SPAN 255</b>	Conversation I	Amat, Maisch, Staff	Fall, Spring, Summer	3	253	3	X	X
<b>SPAN 255H</b>	Conversation I Honors	Amat	Fall	3	14		X	X
<b>SPAN 260</b>	Introduction to Spanish/Spanish American Literature	Carrasco, Lindquist, Staff	Fall, Spring, Summer	3	327		X	X
<b>SPAN 260H</b>	Introduction to Spanish/Spanish American Literature Honors	Maisch	Spring	3	17		X	X
<b>SPAN 265</b>	Spanish for Professions	Hosun, Staff	Fall, Spring, Summer	3	162	1	X	X
<b>SPAN 266</b>	Spanish Conversation Heritage Learners	Mack	Fall	3	23		X	X
<b>SPAN 293</b>	Spanish Service Learning	Bruno, Lee, Mack, Wooten, Staff	Fall, Spring, Summer	3	183		X	X
<b>SPAN 300</b>	Spanish Composition/Grammar	Bruno, King, Mack	Fall, Spring, Summer	3	306		X	X
<b>SPAN 300H</b>	Spanish Composition/Grammar Honors	King	Fall	3	10		X	X
<b>SPAN 308</b>	Language Across the Curriculum Recitation Sections	Staff	Fall, Spring	1	64		X	X
<i>Language Across the Curriculum recitation sections for BUSI 499; ENST 201; HIST 143, IDST 256; GLBL 210, POLI 238 carry one credit beyond the normal course load.</i>								



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<b>Course Number</b>	<b>Course Title</b>	<b>Instructor Name</b>	<b>Term Offered</b>	<b>Contact hours</b>	<b>12/13 UG</b>	<b>12/13 GRAD</b>	<b>13/14 Offered</b>	<b>14/15 Offered</b>
<b>Spanish</b>								
<b>SPAN 310</b>	Conversation 2	Lee	Fall, Spring, Summer	3	43		X	X
<b>SPAN 320</b>	Spanish for Business	Kim	Fall	3	21		X	X
<b>SPAN 321</b>	Spanish for Medical Professions	Martin, Bruno	Fall, Spring, Summer	3	89		X	X
<b>SPAN 322</b>	Spanish for Journalism and Mass Communication	Lear	Fall	3	12		X	X
<b>SPAN 323</b>	Spanish for Legal Professions	Kim	Spring	3	22		X	X
<b>SPAN 326</b>	Spanish Grammar and Composition for Heritage Learners	Mack	Spring	3	18		X	X
<b>SPAN 329</b>	Spanish Community	Bruno, Staff	Fall, Spring, Summer	3	137		X	X
<b>SPAN 330</b>	Cultural History of the Hispanic World	De Fays, Staff	Fall, Spring, Summer	3	100		X	X
<b>SPAN 331</b>	Cultural History of the Hispanic World II	De Fays	Fall, Spring	3	47		X	X
<b>SPAN 344</b>	Mexico, Central America, Andean Regions	Del Valle Escalante, Carrasco-Llopis	Fall, Spring, Summer	3	56		X	X
<b>SPAN 345</b>	The Caribbean and the Southern Cone	Sueldo, Rivero, Gonzalez-Espitia	Fall, Spring, Summer	3	59		X	X
<b>SPAN 348</b>	Mesoamerica through its Literature	Del Valle Escalante	Fall, Spring	3	20	1	X	X
<b>SPAN 350</b>	Advanced Conversation and Composition	Staff	Fall, Spring	3	182		X	X
<b>SPAN 361</b>	Hispanic Film and Culture	Amago	Fall, Spring	3			X	
<b>SPAN 369</b>	Introduction to Translation	Staff	Fall, Spring	3	49		X	X
<b>SPAN 371</b>	Survey of Spanish American Literature	Binotti, Dominguez	Fall, Spring	3	85		X	X
<b>SPAN 373</b>	Spanish American Literature	Estrada, Perelmuter, Rivero, Staff	Fall, Spring	3	96		X	X
<b>SPAN 376</b>	Phonetics and Phonology	Amaral, Estigarribia	Fall, Spring, Summer	3	82		X	X
<b>SPAN 377</b>	Grammatic Structure of Spanish Language	Amaral, Estigarribia, Ruiz-	Fall, Spring, Summer	3	68		X	X
<b>SPAN 378</b>	Afro-Hispanic Language Contacts	Binotti		3				X
<b>SPAN 385</b>	Contemporary Spanish American Fiction	Del Valle Escalante, Rivero		3				X
<b>SPAN 386</b>	Contemporary Central American Literatures and Cultures	Del Valle Escalante	Fall	3			X	
<b>SPAN 387</b>	Eroticism and its Metaphors in Contemporary Latin American Literature	Staff	Fall	3				X
<b>SPAN 388</b>	Narratives of the Mexican Revolution	Staff	Spring	3				X
<b>SPAN 389</b>	Cuba's Diasporic Literature	Perelmuter	Fall	3	23			X
<b>SPAN 398</b>	Undergraduate Seminar	Estrada	Fall	3	18		X	X
<b>SPAN 401</b>	Beginning Accelerated Spanish	Amat	Fall	3	17	1	X	X
<b>SPAN 402</b>	Intermd. Accelerated Spanish	Amat	Spring	3	13	1	X	X
<b>SPAN 405</b>	Intermediate Spanish for Health Professionals	Kim, Staff	Fall, Spring	3	17	8	X	X
<b>SPAN 613</b>	Colonial 19th Century Spanish American Literature	Perelmuter	Spring	3			X	

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Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Spanish</b>								
SPAN 614	Modern Contemporary Spanish American Literature (Indigenous Literatures)	Del Valle Escalante	Spring	3				X
SPAN 677	Spanish Syntax	Staff	Spring	3				X
SPAN 678	Cultural and Linguistic History of the Spanish Language	Binotti	Spring	3	16	1	X	X
SPAN 679	Spanish Pragmatics	Amaral	Fall	3	4	2	X	X
SPAN 680	First and Second Language Acquisition of Spanish	Estigarribia	Fall	3			X	
SPAN 682	Spanish Sociolinguistics	Binotti	Spring	3			X	
SPAN 692H	Honors Thesis	Staff	Spring	3			X	X
SPAN 707	Film Theory and Practice	Amago	Fall	3		18		X
SPAN 709	Non-Fiction Prose 16th and 17th Century	Perelmuter	Spring	3				X
SPAN 742	Poiesis in Spanish America	Gonzalez Espitia	Fall	3				X
SPAN 745	Vanguards	Rivero	Fall	3			X	
SPAN 747	Contemporary Novel	Rivero	Spring	3			X	
SPAN 835	Seminar Spanish American Literature	Estrada, Rivero	Fall	3		11		
SPAN 840	Special Readings: Mesoamerican Literature	Binotti, del Valle Escalante, Estigarribia	Fall, Spring	1		7	X	X
SPAN 992	Master's Thesis	Amago, Dominguez, Hsu, Perelmuter	Fall, Spring	3		4	X	X
SPAN 994	Doctoral Dissertation	Amago, Dominguez, Estrada, Gomez, Gonzalez, Hsu, Perelmuter, Rivero	Fall, Spring	3		54	X	X
<b>TOTAL ENROLLMENT ALL UNC LANGUAGE COURSES</b>					<b>7894</b>	<b>515</b>		
<b>NON-LANGUAGE COURSES (LATIN AMERICAN AND CARIBBEAN AREA STUDIES)</b>								
<b>African-American Studies/Africa, Africa-American and Diaspora Studies (as of Fall 2013)</b>								
AFAM 101/AAAD 130	The Black Experience/Introduction to African American and Diaspora Studies	Caldwell, Staff	Fall, Spring, Summer	3	554		X	X
<i>25% Latin American content</i>								
AFAM 254/AAAD 260	Blacks in Latin America	Caldwell	Fall, Summer	3	68		X	X
AFAM 278/AAAD286	Black Caribbeans/Africans in Colonial Americas	Staff	Fall	3			X	
AFAM 293/AAAD284	African Diaspora in the Americas	Jordan	Fall, Spring	3	66		X	X
AFAM 340	Diaspora Art	Jordan	Spring	3	32			X
<i>50% content related to Latin America and Caribbean Art and Artists</i>								
AFAM 371	Emancipation: Comparative Study of U.S., Haiti, & Jamaica	Staff	Spring	3	36			X
AFAM 422/AAAD422	Human Rights	Caldwell	Fall	3	26			X
<i>33% examines questions of democracy and human rights in African Diaspora. Special emphasis on Haiti, Brazil and Colombia</i>								

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Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b><i>African-American Studies/Africa, Africa-American and Diaspora Studies (as of Fall 2013)</i></b>								
AFAM 530/ AAAD460	Race and Culture in Brazil	Caldwell	Spring	3			X	
<b><i>American Studies</i></b>								
AMST 246	Introduction to Indigenous Storytelling	Staff	Fall	3	31		X	X
<i>25% content on indigenous literatures of Latin America</i>								
<b><i>Anthropology</i></b>								
ANTH 121	Ancient Cities: Americas	Staff	Fall	3	44		X	X
ANTH 130	Anthropology of the Caribbean	Staff	Spring	3				X
ANTH 142	Local Cultures, Global Forces	Staff	Fall, Spring	3	51		X	X
<i>25% content focus on Latin America and Caribbean</i>								
ANTH 231	Archaeology of South America	Billman	Spring	3	39		X	X
ANTH 232	Ancestral Maya Civilizations	McAnany	Fall	3	42		X	X
ANTH 240	Action Research	Price	Spring	3	21		X	X
<i>25% content for case studies and individual student projects focusing on Latin America and Caribbean</i>								
ANTH 284	Culture and Consumption	Colloredo-Mansfeld, Staff	Spring	3	192		X	X
<i>25-33% content focus on Latin America &amp; Caribbean, varies with instructor</i>								
ANTH 303/ LING 303	Native Languages of the Americas	Staff	Fall	3				X
ANTH 320	Anthropology of Development	Escobar, Staff	Fall	3			X	
<i>30% Latin American content</i>								
ANTH 360	Latin American Economy and Society	Colloredo-Mansfeld	Fall	3	34			X
ANTH 453	Field School in South American Archaeology	Billman	Summer	6	12		X	X
ANTH 499.53	Experiential Course: Development in Latin America	Escobar	Spring	3	27			
ANTH 901	Reading and Research	Colloredo Mansfeld, Hutchinson, McAnany	Fall, Spring	1		5	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
ANTH 993	Master's Thesis	Hutchinson	Fall, Spring	3		1	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
ANTH 994	Doctoral Dissertation	Colloredo Mansfeld, Escobar, Hutchinson, McAnany, Price	Fall, Spring	3		6	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
<b><i>Art History</i></b>								
ARTH 157	Introduction to Latin American Visual Culture	Williams	Fall	3	138		X	X
ARTH 160	Intro to Art & Architecture of Pre-Hispanic Mesoamerica	Douglas	Fall	3				X
ARTH 267	Latin American Modernisms	Douglas	Fall	3	8		X	
ARTH 277	Art and Architecture of Viceregal Latin America	Douglas	Spring	3	23			X
ARTH 352	Religious Architecture and Visual Culture in Latin America	Douglas		3				X
ARTH 396.169 & 180	Directed Readings	Douglas, Williams	Fall, Spring	3	1		X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								



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Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Art History (continued)</b>								
ARTH 445	The Mexican Mural Renaissance, 1921-1945	Douglas	Spring	3			X	
ARTH 452	Brazilian Modernisms	Douglas	Fall	3	6	2		
ARTH 469	Art of the Aztec Empire	Douglas	Spring	3				X
ARTH 554	Imagining Otherness	Williams	Fall	3	4	6	X	X
<i>33% of course content focus on Latin America</i>								
ARTH 750.169 & 180	Advanced Readings in Art History	Douglas, Williams	Fall, Spring	3		1	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
ART 994.169 & 180	Doctoral Dissertation	Douglas, Williams	Fall Spring	3		3	X	X
<i>Reporting Latin American and Caribbean enrollment only</i>								
<b>Biology</b>								
BIOL 402	Infectious Disease in the Developing World	Staff	Spring	3			X	
<i>25% case studies from Latin America and Caribbean, particularly Haiti.</i>								
<b>Biostatistics</b>								
BIOS 841	Practice in Statistical Consulting	Bangdiwala	Spring	3		28	X	X
<i>25% problem sets from case studies focus in Latin America and Caribbean</i>								
<b>Business Administration</b>								
MBA 870.1	Global Immersion: Brazil	Staff	Fall	3		14	X	X
MBA 870.2	Global Immersion: Mexico	Staff	Spring	3		19	X	X
MBA 886B	MBA EXCH: Doing Business in Latin America	Staff	Fall	3		4	X	X
MBA 889	Global Business Project: Brazil	Staff	Summer	3		36	X	X
MBA 899.1	Building Cross-Cultural Competance	Staff	Fall	3		35	X	X
<i>25% case studies from Latin America and Caribbean</i>								
<b>Business Management and Accounting</b>								
BUSI 204	Business in Latin America	Rodriguez	Summer	3	9		X	X
BUSI 406	Principles of Global Marketing	Staff	Fall, Spring, Summer	3	343		X	X
<i>25% content focus on Latin America</i>								
BUSI 499	Business Topics: Global	Rodriguez	Fall, Spring	1.5	29		X	X
<i>Taught with Language Across the Curriculum section. Spanish enrollment captured above under SPAN 308. Supported by NRC</i>								
BUSI 535	Global Operations Strategy	Staff	Fall	1.5	4			
<i>Only enrollment focused 25% or more on case studies and coursework on Latin American and Caribbean listed.</i>								
BUSI 573	Global Financial Stmt Analysis	Staff	Spring	3	3		X	X
<i>Only enrollment focused 25% or more on case studies and coursework on Latin American and Caribbean listed.</i>								
BUSI 610	Global Business Immersion	Staff	Fall, Spring	3	10		X	X
<i>Only enrollment conducting Latin American and Caribbean immersion projects listed.</i>								
BUSI 617	Global Marketing	Staff	Fall	3	8		X	X
<i>Only enrollment focused 25% or more on case studies and coursework on Latin American and Caribbean listed.</i>								
BUSI 618	Global Financial Markets	Staff	Fall	1.5	12		X	X
<i>Only enrollment focused 25% or more on case studies and coursework on Latin American and Caribbean listed.</i>								
BUSI 623	Global Venturing	Staff	Fall	3	5		X	X
<i>Only enrollment focused 25% or more on case studies and coursework on Latin American and Caribbean listed.</i>								
<b>City and Regional Planning</b>								
PLAN 055	First Year Seminar: Sustainable Cities	Staff	Fall	3	18			
<i>25% case studies focus on Brazil, Bolivia, Chile, Colombia, Costa Rica, Ecuador, Haiti, Mexico and Panama.</i>								

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Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>City and Regional Planning (continued)</b>								
PLAN 590.2	Sustainability and Innovation in Latin American Cities	Staff	Fall	1.5	1	6	X	
PLAN 637	Public Transportation	Rodriguez	Fall	3			X	X
<i>25% Latin American content with case studies from Brazil, Colombia and Mexico</i>								
PLAN 685/ENVR 685	Water Policy in Lesser Developed Countries	Staff	Spring	3	3	8	X	X
<i>25% of case studies focus on Bolivia, Guatemala, Haiti, Mexico, Nicaragua</i>								
PLAN 691H	Honors Seminar in Urban and Regional Studies	Rodriguez	Fall	3			X	X
PLAN 992	Master's Project	Bilsborrow, Lowe, Rodriguez	Fall, Spring, Summer	3		13	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
PLAN 994	Doctoral Dissertation	Rodriguez	Fall	3		1	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Communications Studies</b>								
COMM 148	Cinema of the Third World	Hershfield		3				X
<i>33% content on Latin American content particularly Argentina, Brazil, Mexico</i>								
COMM 158	Latin American Cinema	Hershfield		3				X
COMM 662	Black/African Diaspora	Alexander Craft		3				X
<i>30% Latin American content particularly examples from Brazil, several Caribbean countries and Panama</i>								
COMM 994	Doctoral Dissertation	Alexander Craft	Fall, Spring, Summer I	3		2	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Comparative Literatures</b>								
CMPL 132	Great Books: African Diaspora	Staff	Spring	3	13			X
<i>33% focused on literature from Afro-Latin American literature</i>								
CMPL 133	Imagining the Americas	DeGuzman	Fall	3				X
CMPL 143	Global Cinema	Staff	Fall, Spring	3	163		X	X
<i>25% focused on Latin American cinema</i>								
COMPL 685	Literature of the Americas	DeGuzman	Spring	3				X
COMPL 993	Master's Thesis	Gonzalez-Espitia	Fall, Spring	3			X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
COMPL 994	Doctoral Dissertation	Gonzalez-Espitia	Fall, Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Dramatic Art</b>								
DRAM 282	Theatre Hist/Lit II	Versenyi	Spring	3	23		X	X
<i>33% course content focus on Latin America</i>								
DRAM 288	Theatre for Social Change	Versenyi	Fall	3				X
DRAM 486	Latin American Theatre	Versenyi	Spring	3				X
<b>Economics</b>								
ECON 460/PWAD 460	International Economics	Staff	Fall, Spring, Summer	3	264		X	X
<i>25% content focus on Latin America</i>								
ECON 560	Advanced International Economics	Black, Chari	Fall, Spring	3	44		X	X
<i>25% content focus Latin America, particularly Mexico</i>								
<b>Education</b>								
EDUC 403	Working with Socioculturally Diverse Families: Children's Literature	Staff	Fall, Spring	3	23	1	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean only.</i>								
EDUC 508	Cultural Competence	Staff	Spring	3	29		X	X
<i>25% content focus on Latin America</i>								

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<b>Course Number</b>	<b>Course Title</b>	<b>Instructor Name</b>	<b>Term Offered</b>	<b>Contact hours</b>	<b>12/13 UG</b>	<b>12/13 GRAD</b>	<b>13/14 Offered</b>	<b>14/15 Offered</b>
<b>English</b>								
<b>ENGL 129</b>	Literature/Cultural Diversity Caribbean Visions	Staff	Fall, Spring, Summer	3	267		X	X
<b>Environment and Ecology</b>								
<b>ENST 201</b>	Introduction to Environment and Society	Staff	Fall, Spring, Summer	3	762		X	X
<i>Taught with Language Across the Curriculum discussion section. Supported by NRC funds.</i>								
<b>ENST 225</b>	Water Resource Management and Human Rights	Staff	Fall	3	30		X	X
<i>25% Latin America and Caribbean case studies from Bolivia, El Salvador, Haiti, Peru.</i>								
<b>ENST 242</b>	Ecology and Culture Seminar for Ecuador Field Site							X
<b>Epidemiology</b>								
<b>EPID 757</b>	HIV in Developing Countries	Weir	Fall	3		5	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Geography</b>								
<b>GEOG 56</b>	Local Places in a Globalizing World	Cravey	Fall	3	23		X	X
<i>25% focused on Latin America and Caribbean</i>								
<b>GEOG 121</b>	People and Places	Reyes, Staff	Fall, Spring	3	332	1	X	X
<i>25% course content focus on Latin America and Caribbean</i>								
<b>GEOG 225</b>	Space, Place and Difference	Cravey	Fall, Spring	3	48		X	X
<i>25% content focus on Latin America and Caribbean</i>								
<b>GEOG 259</b>	Geography of Latin America	Reyes, Valdivia, Staff	Fall, Spring, Summer	3	149		X	X
<b>GEOG 269</b>	Human-Environment Interactions in the Galapagos	Walsh	Fall	3				X
<b>GEOG 430</b>	Global Migrations	Martin	Spring	3	24			X
<i>30% content focus on Latin America and Caribbean</i>								
<b>GEOG 450</b>	Population, Development and the Environment	Gray	Fall	3	25		X	X
<i>25% content focus on Latin America and Caribbean</i>								
<b>GEOG 452</b>	Mobile Geographies: The Political Economy of Migration	Cravey	Fall	3	20			X
<i>40% focused on Latin America and Caribbean</i>								
<b>GEOG 458</b>	Urban Latin America: Politics, Economy, and Society	Cravey	Spring	3	25		X	X
<b>GEOG 813</b>	Human Environment Seminar	Valdivia	Spring	3		13	X	X
<i>33% focused on Latin America and Caribbean</i>								
<b>GEOG 993</b>	Master's Thesis	Cravey, Reyes	Fall, Spring	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>GEOG 994</b>	Doctoral Dissertation	Cravey	Fall, Spring	3		2	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Geology</b>								
<b>GEOL 108</b>	Energy and Climate Crises	Staff	Fall	4	24		X	X
<i>25% focused on Latin America and Caribbean</i>								

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<b>Global Studies</b>								
<b>GLBL 210</b> <b>ANTH/GEOG/ HIST/ POLI 210</b>	Global Issues	Staff	Fall, Spring	3	240	1	X	X
<i>25% focused on Latin America. Regularly taught with Language Across the Curriculum discussion section. Supported by NRC funds.</i>								
<b>GLBL 382</b>	Latin American Migrant Perspectives	Gill	Spring	3	10		X	X
<i>Course includes 10 day study trip to Guanajuato, Mexico</i>								
<b>GLBL 390</b>	Current Topics in Global Studies: Social Movements	Staff	Fall, Summer	3	39		X	X
<b>Health Behavior and Health Education</b>								
<b>HBHE 706</b>	Effective Training Global	Staff	Spring	3	1	18	X	X
<i>25% course content focused on Latin America and Caribbean.</i>								
<b>HBHE 754</b>	Advanced Qualitative Research Methods in Health Behavior and Health Research	Barrington	Fall	3		4	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HBHE 756</b>	Social and Peer Support in Health: An Ecological and Global Perspective	Staff	Fall	3		7	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HBHE 815</b>	Foundations of Health Behavior	Barrington	Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Health Policy and Administration/Management</b>								
<b>HPM 660</b>	International and Comparative Health Systems	Staff	Fall	3		5	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HPM 664/ MCCH 664</b>	Globalization and Health	Staff	Spring	3		14	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>HPM 722</b>	Global Perspectives on Ethical Issues in HPM	Staff	Fall	3			X	X
<b>History</b>								
<b>HIST 051</b>	First Year Seminar: Latin American Revolutions	La Serna	Fall	3	24		X	
<b>HIST 142</b>	Latin America Under Colonial Rule	Burns, La Serna	Fall, Summer	3	167		X	X
<b>HIST 143</b>	Latin America since Independence	Chasteen, Pérez	Spring	3	137		X	X
<i>Regularly offered with Language Across the Curriculum section. Supported with NRC funds</i>								
<b>HIST 175H</b>	Honors Seminar in Latin American History	Burns	Spring	3				X
<b>HIST 176H</b>	Honors Beyond North America World: The Incas and After	Burns	Spring	3	17			
<b>HIST 240</b>	Introduction to Mexico: A Nation in Four Revolutions	Radding	Spring	3				X
<b>HIST 242</b>	U.S./Latin American Relations	La Serna	Fall	3	67			X
<b>HIST 278</b>	Trans-Atlantic Slave Trade	Lindsay	Spring	3	96		X	X
<i>25% course content focus on the Caribbean</i>								



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<b>History</b>								
<b>HIST 345</b>	Comparative Strategies of Empire	Burns	Spring	3			X	
<i>25% content focus on Latin America and Caribbean</i>								
<b>HIST 393</b>	Independence and Revolutions in Latin American History	Chasteen	Fall	3				X
<b>HIST 393.4</b>	The Life and Times of Che	La Serna	Spring	3	44			
<b>HIST 526</b>	History of the Andes	Burns	Fall	3				X
<b>HIST 527</b>	Latin American Indigenous Peoples	Radding	Spring	3				X
<b>HIST 528</b>	Guerrillas and Revolutions in 20th Century Latin America	La Serna	Spring	3	65	3		
<b>HIST 529</b>	Mexico 1750-1870	Radding	Fall	3				X
<b>HIST 530</b>	History of Mexico	Radding		3				X
<b>HIST 531</b>	History of the Caribbean	Pérez		3				X
<b>HIST 532</b>	History of Cuba	Pérez		3			X	X
<b>HIST 533</b>	History of Brazil	Chasteen	Fall	3	27	2		
<b>HIST 534</b>	The African Diaspora	Staff		3				X
<i>35% course content focused on Latin America and Caribbean particularly Brazil, Cuba, Dominican Republic, Haiti, Jamaica</i>								
<b>HIST 574</b>	Spanish Borderlands	Radding		3				X
<i>Course focuses on colonial Mexico under Spanish rule</i>								
<b>HIST 713</b>	Latin America before 1810	Burns	Spring	3		7		X
<b>HIST 714</b>	Latin America since 1810	Pérez		3				X
<b>HIST 721</b>	European Expansion and Global Impact	Burns	Fall	3		12		
<i>25% content focus on Spanish colonies in the Americas</i>								
<b>HIST 820</b>	Problems in Latin American History	Radding		3				X
<b>HIST 899</b>	Graduate Independent Study	Burns, Chasteen, La Serna, Pérez, Radding	Fall, Spring, Summer	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
<b>HIST 993</b>	Master's Thesis	Perez	Fall	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
<b>HIST 994</b>	Doctoral Dissertation	Burns, Chasteen, Pérez, Radding	Fall, spring, Summer	3		5	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
<b>Honors</b>								
<b>HNRS 352</b>	International Migration	Staff	Fall, Spring	1	80		X	X
<i>25% focus on Latin America and the Caribbean</i>								
<b>Journalism and Mass Communication</b>								
<b>JOMC 446</b>	International Communication and Comparative Journalism	Vargas	Fall, Spring	3	69	1	X	X
<i>35% course content focused on Latin America particularly Mexico</i>								
<b>JOMC 447</b>	Mass Communication: Mexico	Cole	Spring	3	6		X	X
<i>Course meets with Tecnológica de Monterrey students via video link and includes a 10 day study trip to Mexico</i>								
<b>JOMC 584.01</b>	Documentary Multimedia Storytelling: Galapagos	Staff	Spring, Summer	3	19	6	X	X
<b>Law</b>								
<b>LAW 398</b>	Immigration/Human Rights Policy Clinic	Weissman	Spring	3		8	X	X
<i>33% course content focused on Latin America (political and social conditions that lead to petitions of asylum, refugee status)</i>								

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<b>Latin American Studies</b>								
LTAM 89	Cuban Revolution	Perez	Spring	3				X
LTAM 101	Intoduction to Latin American Studies	Babb, Staff	Fall	3	34		X	X
LTAM 291/ HIST 290	Latino History	Vargas	Spring	3	30		X	X
<i>33% course content focus on Latin America</i>								
LTAM 396	Independent Study	Staff	Fall, Spring, Summer	1 to 3	1		X	X
LTAM 690.1	Seminar in LA Issues	Gill	Spring	3	1			
LTAM 691H	Honors I	del Valle Escalante, Hershfield, Martin	Fall	3	4		X	X
LTAM 692H	Honors II	del Valle Escalante, Hershfield, Martin	Spring	3	4		X	X
LTAM 697	Capstone Seminar	Radding	Fall	3	5	1	X	X
<b>Linguistics</b>								
LING 415	Mesoamerican Languages and Linguistics	Mora-Marin	Fall, Spring	3	11	10		
LING 558	Mesoamerican Writing Systems	Mora-Marin	Fall	3	15	1		
<b>Marine Sciences</b>								
MASC 55	Change in Coastal Ocean	Bruno	Fall	3	24		X	X
<b>Maternal and Child Health</b>								
MHCH 664	Globalization and Health	Staff	Spring	3		10	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
MHCH 700	Planning and Evaluation	Staff	Fall	3		4	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
MHCH 713	Research Methods in Public Health	Staff	Fall	3		1		
<i>Reporting enrollment for project focused on Latin America (FLAS)</i>								
MHCH 722	Global Maternal and Child Health	Staff	Fall	3	1	33	X	X
<i>25% course content focused on Latin America.</i>								
MHCH 723	Introduction to Monitoring and Evaluation in Public Health	Staff	Spring	3		1		
<i>Reporting enrollment for project focused on Latin America (FLAS)</i>								
MHCH 730	Reproductive Health Policy	Staff	Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America and Caribbean</i>								
MHCH 992	Master's Paper	Staff	Fall, Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
MHCH 994	Doctoral Dissertation	Staff	Fall, Spring	3		1	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Music</b>								
MUSC 147	Introduction to Latin American Music	Garcia	Fall	3	100		X	X
MUSC 213	Ensembles: Charanga	Alamo, Garcia	Fall, Spring	1	8	5	X	X
<i>100% Latin American music content (Charanga, Mambo, Salsa, Merengue, Bachata)</i>								
MUSC 214	Ensembles: Percussion	Alamo	Fall, Spring	1	8		X	X
<i>50% Latin American music content (Charanga, Mambo, Salsa, Merengue, Bachata)</i>								
MUSC 691H	Honors Thesis	Alamo, Garcia	Fall	3	2		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
MUSC 692H	Honors Thesis II	Alamo, Garcia	Spring	3	2		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
MUSC 992	Master's Paper	Garcia	Fall, Spring	3		1	X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								

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Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Music (continued)</b>								
MUSC 994	Doctoral Dissertation	Garcia	Fall, Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
<b>Nursing</b>								
NURS 609.1	Health Care Global: Honduras	Staff	Spring	1	1	7	X	X
NURS 609.2	Health Care Global: Guatemala	Staff	Spring	4	14	2	X	X
NURS 699.3	Advanced Practicum in Nursing, Guatemala	Staff	Fall, Summer	1-3	1		X	X
<b>Peace War and Defense</b>								
PWAD 108	Energy and Climate Crises	Staff	Fall	4	24		X	X
<i>25% content focus on Latin America, particularly Brazil</i>								
PWAD 150	International Relations, World Politics	Staff	Fall, Spring	3	52		X	
<i>25% content focus on Latin America</i>								
<b>Political Science</b>								
POLI 058	First Year Seminar: Global Production and Workers' Rights: North Carolina, Latin America and East Asia	Staff	Spring	3				X
POLI 061	First Year Seminar: The United States and Cuba: Making Sense of U.S. Foreign Policy	Schultz	Spring	3	25			
POLI 231/ PWAD 231	Latin America and US in World Politics	Schultz	Fall, Spring	3	81		X	X
POLI 238	Contemporary Latin American Politics	Huber, Martinez, Staff	Fall, Spring	3	228		X	X
<i>Regularly taught with Language Across the Curriculum discussion section. Supported with NRC funds.</i>								
POLI 434	Politics of Mexico, Central America, and Caribbean	Martinez-Gallardo	Fall, Spring	3			X	
POLI 435	Democracy & Development in Latin America	Martinez-Gallardo	Fall, Spring	3				X
POLI 450 / PWAD 450	Contemporary Inter-American Relations	Schultz	Fall	3	26		X	X
POLI 691H	Honors Thesis I	Huber, Martinez, Schultz	Fall, Spring	3	3		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
POLI 692H	Honors Thesis II	Huber, Martinez, Schultz	Fall	3	3		X	X
<i>Reporting enrollment for projects focused on Latin America only</i>								
POLI 993	Masters Thesis	Stephens, Martinez-Gallardo	Fall, Spring, Summer	3		3	X	X
<i>Only reporting enrollment for projects focused on Latin America</i>								
POLI 994	Doctoral Dissertation	Hartlyn, Huber, Stephens	Fall, Spring, Summer	3		3	X	X
<i>Only reporting enrollment for projects focused on Latin America</i>								
<b>Public Health</b>								
PUBH 500	Global Health: Discussion	Staff	Spring	3		27	X	X
<i>25% Latin American content.</i>								
PUBH 510/ ANTH 319 / GLBL 319	Global Health	Barrington, Staff	Fall, Spring	3	1	67	X	X
<i>25% Latin American content.</i>								

**APPENDIX A: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

Course Number	Course Title	Instructor Name	Term Offered	Contact hours	12/13 UG	12/13 GRAD	13/14 Offered	14/15 Offered
<b>Public Health (continued)</b>								
PUBH 711	Critical Issues in Global Health	Staff	Fall	3		6	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
PUBH 712	Global Health Ethics	Staff	Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Public Policy Analysis</b>								
PLCY 691H	Honors Thesis	Staff	Fall	3	2		X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
PLCY 692H	Honors Thesis II	Staff	Fall	3	2		X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Religious Studies</b>								
RELI 151	Religion in Latin America	Bayne	Fall	3				X
RELI 240	Religion, Literature, and the Arts in the Americas	Bayne	Spring	3				X
RELI 328	Comparative Religions	Ochoa	Fall	3				X
<i>25% Latin American and Caribbean content</i>								
RELI 423	Black Atlantic Perspectives	Ochoa	Fall	3				X
<i>60% Latin American and Caribbean content</i>								
RELI 429/ SOCI 429	Religion and Society	Ochoa	Fall, Spring	3			X	X
<i>25% Latin American content.</i>								
RELI 668	Spanish Religions: Peninsular Convivencia and Colonial Encounter	Staff	Spring	3			X	
RELI 890	Topics in Religion: Independent Study	Bayne, Ochoa	Fall, Spring	3		3	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Sociology</b>								
SOCI 68	FYS: Immigration	Hagan	Spring	3	21		X	
<i>25% explores the economic, social, and political factors that influence Latin American migration.</i>								
SOCI 450	Theory and Problems in Developing Societies	Staff	Fall, Spring	3				X
<i>33% content focus on Latin America</i>								
SOCI 453	Social Change in Latin America	Staff	Fall	3				X
SOCI 993	Masters Thesis	Hagan	Fall, Spring	3		1	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
SOCI 994	Doctoral Dissertation	Hagan	Fall	3		2	X	X
<i>Reporting enrollment for projects focused on Latin America</i>								
<b>Social Work</b>								
SOWO 881	Community Practice: Global Perspective	Staff	Fall	3		4	X	X
<i>25% content focus on Latin America and Caribbean</i>								
<b>Study Abroad (Latin America, does not include specialized or professional school programs listed in home departments)</b>								
SAO	Latin America	Staff	Fall, Spring, Summer	3	125		X	X
<b>Women's Studies</b>								
WMST 64	FYS: Plantation Lullabie	Shields	Fall, Spring	3	33		X	X
<i>50% poetry, film, literature, and music in various women's texts from the Caribbean</i>								
WMST 280/ HIST 280	Women in Latin America	Burns	Spring	3				X
WMST 281	Gender and Global Change	Vigil	Fall, Spring	3	49		X	
<i>25% content focus on Latin America and Caribbean</i>								
WMST 350	Spitting in the Wind: "American" Women, Art, and Activism	Shields	Fall, Spring	3	39			X
<i>33% Latin American and Caribbean content</i>								



**APPENDIX A: COURSE LIST--UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

<b>Course Number</b>	<b>Course Title</b>	<b>Instructor Name</b>	<b>Term Offered</b>	<b>Contact hours</b>	<b>12/13 UG</b>	<b>12/13 GRAD</b>	<b>13/14 Offered</b>	<b>14/15 Offered</b>
<b><i>Women's Studies (continued)</i></b>								
<b>WMST 352</b>	Rebel Women: An Introduction to Caribbean Women	Staff	Spring	3				X
<b>TOTAL UNC COURSE ENROLLMENT NON-LANGUAGE COURSES</b>					<b>6276</b>	<b>534</b>		
<b>TOTAL UNC ENROLLMENT FOR LANGUAGE AND LATIN AMERICA AREA COURES</b>					<b>14170</b>	<b>1049</b>		

## **APPENDIX B: PROFILES OF PROJECT-RELATED PERSONNEL**

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b>Documentary Studies</b>					
Charles D. Thompson, Jr.	Duke	Director, Education and Curriculum	Religion and Cultural Anthropology	25-49%	B46
<b>Dramatic Art</b>					
Adam Versényi	UNC	Distinguished Professor	Global Studies	50-100%	B100
<b>Geography</b>					
Altha Cravey	UNC	Associate Professor	Global Studies Latin American Studies	50-100%	B64
Clark Gray	UNC	Assistant Professor	Global Studies	50-100%	B72
Nina Martin	UNC	Assistant Professor	Global Studies	25-49%	B83
Elizabeth Olson	UNC	Associate Professor	Global Studies	25-49%	B87
Alvaro Reyes	UNC	Assistant Professor	Global Studies	50-100%	B90
Diego Riveros-Iregui	UNC	Assistant Professor		25-49%	B91
Gabriela Valdivia	UNC	Assistant Professor		50-100%	B98
Stephen Walsh	UNC	Distinguished Professor	Director, Center for Galapagos Studies	50-100%	B102
<b>Geology</b>					
Lara Wagner	UNC	Associate Professor		<25%	B102
<b>History</b>					
Kathryn Burns	UNC	Professor		50-100%	B59
Sarah Deutsch	Duke	Professor		<25%	N/A
John Chasteen	UNC	Professor	Global Studies	50-100%	B61
Laurent Dubois	Duke	Distinguished Professor		50-100%	B19
John D. French	Duke	Professor	Duke Brazil	50-100%	B23
David Barry Gaspar	Duke	Professor		25-49%	B24
Miguel La Serna	UNC	Assistant Professor	Global Studies	50-100%	B78
Lisa Lindsay	UNC	Associate Professor	Global Studies	<25%	B80
Joshua Nadel	NCCU	Assistant Professor	Global Studies	50-100%	B105
Jocelyn Olcott	Duke	Associate Professor		50-100%	B34
Louis Pérez	UNC	Distinguished Professor	Latin American Studies Co-Director, Consortium in Latin American and Caribbean	50-100%	B11
Cynthia Radding	UNC	Distinguished Professor	Latin American Studies	50-100%	B89
Peter Sigal	Duke	Professor		50-100%	B41
Zaragosa Vargas	UNC	Distinguished Professor	Latin American Studies	25-49%	B99
<b>K'iche' Maya</b>					
Sattler, Mareike	Vanderbilt	Senior Lecturer	Anthropology	100%	B40
<b>Linguistics</b>					
David Mora-Marín	UNC	Associate Professor	Latin American Studies	50-100%	B85

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b><i>Literature/English and Comparative Literature</i></b>					
Maria DeGuzman	UNC	Associate Professor		25%	B65
Ariel Dorfman	Duke	Distinguished Research Professor	Romance Studies	50-100%	B19
Antonio Viego	Duke	Associate Professor	Romance Studies	50-100%	B47
N. Gregson Davis	Duke	Distinguished Professor		<25%	N/A
Negar Mottahedeh	Duke	Associate Professor	Women's Studies	<25%	N/A
<b><i>Music</i></b>					
Juan Alamo	UNC	Assistant Professor	Director, Percussion Ensemble	25-49%	B49
David Garcia	UNC	Associate Professor	Director, Charanga Ensemble	50-100%	B70
Bradley Simmons	Duke	Adjunct Lecturer	Director, Djembe and Afro-Cuban Ensembles	25-49%	B43
<b><i>Political Science</i></b>					
Jonathan Hartlyn	UNC	Distinguished Professor; Senior Associate Dean for International Programs	Global Studies	50-100%	B73
Evelyne Huber	UNC	Distinguished Professor	Global Studies	50-100%	B75
Cecilia Martínez	UNC	Assistant Professor	Global Studies	50-100%	B83
Karen Remmer	Duke	Professor		50-100%	B39
Lars Schoultz	UNC	Distinguished Professor	Peace, War, and Defense	50-100%	B94
John Stephens	UNC	Distinguished Professor	Global Studies	25-49%	B95
<b><i>Public Policy Studies (See also below for Sanford School of Public Policy, Duke)</i></b>					
Krista Perreira	UNC	Professor	Global Studies	<25%	N/A
<b><i>Religion/Religious Studies</i></b>					
Brandon Bayne	UNC	Assistant Professor	Global Studies	50-100%	B54
Todd Ochoa	UNC	Assistant Professor		50-100%	B86
Branden Jamal Thornton	UNC	Assistant Professor		50-100%	B97
<b><i>Romance Languages and Literature/Romance Studies -- Brazilian Portuguese</i></b>					
Lamonte Aidoo	Duke	Assistant Professor		50-100%	B12
Robert Anderson	WSSU	Associate Professor		50-100%	B104
Frederico Castellões	UNC	Lecturer		50-100%	B60
Fred Clark	UNC	Professor		50-100%	B62
Patrícia Fuentes Lima	UNC	Lecturer	Kenan-Flagler Business School	50-100%	B69
Gustavo Furtado	Duke	Assistant Professor		50-100%	B23
Luis Marcelino Gomez	UNC	Lecturer		50-100%	B71
Loida Pereira Peterson	UNC	Lecturer		<25%	N/A
Monica Rector	UNC	Professor	Global Studies	50-100%	B89
Magda Silva	Duke	Director, Portuguese Language Program		50-100%	B42
Kristine L. Taylor	UNC	Lecturer		25-49%	B97
Richard Vernon	UNC	Senior Lecturer	Global Studies	25-49%	B100

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b><i>Romance Languages and Literature/Romance Studies - Francophone Studies/Haitian Creole/Kreyol Language</i></b>					
Deborah Jenson	Duke	Professor	Global Health Director, Center for Latin American and Caribbean Studies (through June 30, 2014)	50-100%	B28
Jacques Pierre	Duke	Visiting Lecturer, Haitian Creole and French		100%	B36
<b><i>Romance Languages and Literature/Romance Studies -- Latin American Spanish</i></b>					
Grace Aaron	UNC	Senior Lecturer		<25%	N/A
Samuel Amago	UNC	Associate Professor and Associate Chair	Global Studies	<25%	B49
Patricia Amaral	UNC	Assistant Professor	Global Studies	25-49%	B51
Iluminada Amat	UNC	Senior Lecturer		25-49%	B51
Lucia Binotti	UNC	Associate Professor		25%	B56
Michael Brown	UNC	Lecturer		50-100%	B57
Elizabeth Bruno	UNC	Senior Lecturer		25-49%	B58
Cristina Carrasco	UNC	Lecturer		25-49%	B60
Joan Clifford	Duke	Lecturer and Service-Learning Faculty Consultant	Director, Community-Based Language Initiative, Program in Education	50-100%	B17
Glynis Cowell	UNC	Senior Lecturer and Director, Spanish Language Program		50-100%	B64
Helene De Fays	UNC	Senior Lecturer		25-49%	B65
Emilio Del Valle Escalante	UNC	Associate Professor	American Indian and Indigenous Studies; Global Studies; Latin American Studies	100%	B66
Frank Domínguez	UNC	Professor	Global Studies	25%	B67
Oswaldo Estrada	UNC	Associate Professor		50-100%	B69
Bruno Estigarribia	UNC	Assistant Professor	Global Studies	50-100%	B68
Bethzaida Fernández-Vargas	Duke	Lecturer and Coordinator of Intermediate Spanish Language		50-100%	B21
Esther Gabara	Duke	E. Blake Byrne Associate Professor of Romance Studies	Art, Art History and Visual Studies	50-100%	B24
Irene Gomez Castellano	UNC	Assistant Professor	Global Studies	25%	B71
Juan Carlos González-Espitia	UNC	Associate Professor		50-100%	B72
Margaret Greer	Duke	Professor of Spanish		<25%	N/A
Carmen Hsu	UNC	Associate Professor	Global Studies	25%	B74
Hosun Kim	UNC	Senior Lecturer		50-100%	B77
Larry King	UNC	Professor	Global Studies	25-49%	B77
Malgorzata Lee	UNC	Senior Lecturer and Undergraduate Advisor for Spanish Literature		50-100%	B79
Josefa C. de Lindquist	UNC	Senior Lecturer		50-100%	B79
Julia Cardona Mack	UNC	Senior Lecturer	Global Studies	50-100%	B81
William Maisch	UNC	Lecturer		50-100%	B82

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b><i>Romance Languages and Literature/Romance Studies -- Latin American Spanish - continued</i></b>					
Lisa Merschel	Duke	Lecturer and Assistant Director, Spanish Language Program		50-100%	B32
Walter D. Mignolo	Duke	Distinguished Professor	Literature Cultural Anthropology	50-100%	B32
Claudia Milian	Duke	Associate Professor		25-49%	B33
Liliana Paredes	Duke	Associate Professor of the Practice and Director, Spanish Language Program		50-100%	B35
Rosa Perelmuter	UNC	Professor	Global Studies	50-100%	B87
Alan Redick	UNC	Lecturer		50-100%	
Alicia Rivero	UNC	Associate Professor	Global Studies	50-100%	B91
Richard Rosa	Duke	Associate Professor and Department Chair		50-100%	B40
Stephanie Sieburth	Duke	Professor of Spanish		<25%	N/A
Melissa Simmermeyer	Duke	Lecturer and Coordinator of Advanced Spanish Language		50-100%	B43
Martin Sueldo	UNC	Lecturer		50-100%	B96
William Villalba	Duke	Lecturing Fellow		50-100%	B47
<b><i>Sociology</i></b>					
Gary Gereffi	Duke	Professor	Director, Center for Global Governance and Competitiveness	25-49%	B25
Jacqueline Marie Hagan	UNC	Professor		50-100%	B73
Laura Lopez-Sanders	UNC	Assistant Professor		50-100%	B80
Ted Mouw	UNC	Associate Professor		25-49%	B85
Gilbert W. Merckx	Duke	Professor of the Practice and Director, Office of Area Studies and International Studies		<25%	B31
<b><i>Thompson Writing Program</i></b>					
Brenda Baletti	Duke	Lecturing Fellow		50-100%	B14
Nicolas Eilbaum	Duke	Lecturing Fellow		25-49%	B20
Marcia Rego	Duke	Director, Faculty Development & Assessment		25-49%	B38
Katya Wesolowski	Duke	Lecturing Fellow		50-100%	B48
<b><i>Women's and Gender Studies</i></b>					
Joanne Hershfield	UNC	Professor and Department Chair	Global Studies	50-100%	B74
Tanya L. Shields	UNC	Assistant Professor		50-100%	B94
Ariana Vigil	UNC	Assistant Professor		50-100%	B101
<b><i>Yucatec Maya</i></b>					
Fidencio Briceño-Chel	UNC	Maya Instructor		100%	B57



TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b>PROFESSIONAL SCHOOLS</b>					
<b><i>Fuqua School of Business, Duke and Kenan-Flagler School of Business, UNC</i></b>					
Patrick Duddy	Duke	Senior Lecturing Fellow	Director, Center for Latin American and Caribbean Studies (as of July 1, 2014)	50-100%	B20
María Elena Rodríguez	UNC	Director and Lecturer, Working Languages	Kenan Flagler Business School, UNC and Fuqua School of Business, Duke	50-100%	B92
Daniel Vermeer	Duke	Associate Professor of the Practice	Executive Director, Center for Energy, Development and the Global Environment	<25%	N/A
<b><i>School of Dentistry</i></b>					
Luiz Andre Pimenta	UNC	Clinical Professor		<25%	B88
<b><i>School of Education</i></b>					
Marta Civil	UNC	Distinguished Professor		<25%	N/A
Jennifer Wooten	UNC	Lecturer and Clinical Assistant Professor	Romance Languages and Literatures (Spanish)	25-49%	B104
<b><i>Pratt School of Engineering</i></b>					
Miguel A. Medina, Jr.	Duke	Professor Emeritus		<25%	N/A
Miguel Nicolelis	Duke	Professor	Neurobiology	<25%	N/A
<b><i>Nicholas School of the Environment</i></b>					
Paul A. Baker	Duke	Professor	Duke Brazil Initiative	50-100%	B12
Xavier Basurto	Duke	Assistant Professor		25-49%	B14
Lisa Campbell	Duke	Rachel Carson Associate Professor		25-49%	B16
Robert Healy	Duke	Professor Emeritus	Public Policy Studies	50-100%	B26
Michael K. Orbach	Duke	Professor of the Practice		25%	B34
William Pan	Duke	Assistant Professor	Global Health	50-100%	B35
Dalia Patiño Echeverri	Duke	Gendell Assistant Professor		< 25%	N/A
Stuart Pimm	Duke	Distinguished Professor		25-49%	B37
Elizabeth Shapiro-Garza	Duke	Assistant Professor of the Practice		50-100%	B41
Jennifer Swenson	Duke	Assistant Professor of the Practice and Director of Professional Studies		25-49%	B45
John W. Terborgh	Duke	Distinguished Professor	Director, Center for Tropical Conservation	50-100%	B46
<b><i>Duke Global Health Institute/UNC Gillings School of Global Public Health</i></b>					
Gustavo Angeles	UNC	Research Assistant Professor	Deputy Director, Carolina Population Center	25-49%	B52
Shrikant Bangdiwala	UNC	Research Associate Professor		25-49%	B53
Clare Barrington	UNC	Assistant Professor		50-100%	B54
Richard Bilsborrow	UNC	Research Professor	Anthropology	50-100%	B56
David Boyd	Duke	Associate Professor of the Practice		25-49%	B15

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b><i>Duke Global Health Institute/UNC Gillings School of Global Public Health - continued</i></b>					
Miroslav Styblo	UNC	Associate Professor		25-49%	B96
Andres Villaveces	UNC	Research Assistant Professor	Global Studies	50-100%	B101
David Walmer	Duke	Adjunct Associate Professor		50-100%	B48
<b><i>School of Journalism and Mass Communication</i></b>					
Lucila Vargas	UNC	Professor		25-49%	B98
Richard Cole	UNC	Professor and Dean Emeritus		25%	B63
<b><i>School of Law</i></b>					
Laurence Helfer	Duke	Harry R. Chadwick, Sr. Professor of Law		25%	N/A
Sebastian Kielmanovich	Duke	Lecturing Fellow		50-100%	B29
Deborah Weissman	UNC	Distinguished Professor	Global Studies	50-100%	B103
<b><i>School of Medicine</i></b>					
Sylvia Becker-Dreps	UNC	Research Assistant Professor		50-100%	B55
Dennis Clements	Duke	Professor	Co-Director, Consortium in Latin American and Caribbean Studies Senior Advisor, Duke Global Health Institute	35%	B10
Luis Diaz	UNC	Professor and Department Chair			B66
Raúl Necochea	UNC	Assistant Professor		50-100%	B86
<b><i>School of Nursing</i></b>					
Susan Denman	Duke	Associate Clinical Professor (Emeritus)		25-49%	B18
Rosa Solorzano	Duke	Consulting Associate		50-100%	B44
<b><i>Sanford School of Public Policy (also see UNC Public Policy Studies above)</i></b>					
Henry (Hal) Brands	Duke	Assistant Professor	Duke Program in American Grand Strategy	25-49%	B15
Fernando Fernholz	Duke	Associate Professor of the Practice		25-49%	B21
Rosemary Fernholz	Duke	Senior Research Scholar and Lecturing Fellow		25-49%	B22
Stephen Kelly	Duke	Visiting Professor of the Practice		<25%	N/A
Francis Lethem	Duke	Professor of the Practice		<25%	N/A
Natalia Mirovitskaya	Duke	Senior Lecturing Fellow		<25%	N/A
Alexander Pfaff	Duke	Professor		50-100%	B26
Phyllis Pomerantz	Duke	Professor of the Practice		25-49%	B37
<b><i>RESEARCH CENTERS, INSTITUTES, PROGRAMS, AND LIBRARIES</i></b>					
<b><i>Stone Center for Black Culture and History</i></b>					
Joseph Jordan	UNC	Director	African, African-American and Diaspora Studies; Global Studies	25-49%	B76



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Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b><i>Center for Latin American and Caribbean Studies/Institute for the Study of the Americas</i></b>					
Antonio Arce	Duke	Assistant Director		100%	B12
Shelley Clarke	UNC	Department Manager		100%	B62
Emily Chávez	Duke	Outreach Program Coordinator		100%	B17
Hannah Gill	UNC	Assistant Director	Global Studies	100%	B70
Natalie J. Hartman	Duke	Associate Director and FLAS Coordinator		100%	B26
Beatriz Riefkohl Muñiz	UNC	Associate Director, Director of Undergraduate Study and FLAS Coordinator		100%	B90
Miguel Rojas-Sotelo	Duke	Director, NC Latin American Film Festival and Special Events Coordinator		100%	B39
Jennifer Prather	Duke	Staff Assistant		50%	B38
<b><i>Center on Globalization, Governance, and Competitiveness</i></b>					
Michael Hensen	Duke	Assistant Director		25-50%	B27
<b><i>Evaluation Team</i></b>					
R. McKenna Brown	VA Comm	Executive Director	Office of International Education	<25%	B106
Rita O'Sullivan	UNC	Executive Director	School of Education	<25%	B106
Matt Serra	Duke	Office of Assessment	Psychology and Neuroscience	<25%	B107
<b><i>Hispanic American Historical Review</i></b>					
Sean Mannion	Duke	Coordinating Editor		100%	B30
<b><i>Language Across the Curriculum</i></b>					
Tanya Kinsella	UNC	Director, Languages Across the Curriculum Program	Center for European Studies Global Studies	<25%	B78
<b><i>Library</i></b>					
Holly Ackerman	Duke	Librarian for Latin American, Iberian and Latino/a Studies		80-100%	B12
Teresa Chapa	UNC	Latin American, Iberian, Latina/o Studies Librarian		50-100%	B61
Rebecca Huckaby	UNC	Assistant to the Latin American, Iberian, Latina/o Studies Librarian		50-100%	B75
Deborah Jakubs	Duke	Rita DiGiallonardo Holloway University Librarian & Vice Provost for Library Affairs		< 25%	B27
Patrick Stawski	Duke	Human Rights Archivist		<25%	B45

TABLE OF CONTENTS PROFILES OF PROJECT-RELATED PERSONNEL					
Name	Univ.	Title	Interdisciplinary Affiliation(s)	% Time Devoted to Lat America	Profile Page
<b><i>Study Abroad Office/Global Education Office for Undergraduates</i></b>					
Cara Appleton	UNC	Advisor for Latin America Programs		50-100%	B52
Soraya Campbell	Duke	Assistant Director, Global Education Office for Undergraduates		25%	B16
Robert Miles	UNC	Associate Dean for Study Abroad and International Exchange	Sociology Global Studies	< 25%	B84
Amanda Toler Kelso	Duke	Executive Director, Global Education Office for Undergraduates, Assistant Vice Provost for Undergraduate Education		<25%	B28
Rodney Vargas	UNC	Associate Director for Latin America, Middle East and Africa		25-49%	B99
<b><i>University Presses</i></b>					
Gisela Fosado	Duke	Editor		25-49%	B22
Elaine Maisner	UNC	Senior Editor		25-49%	B82
<b><i>World View</i></b>					
Neil Bolick	UNC	Associate Director		< 25%	B105

## **Appendix B: Profile of Duke University Faculty Center Director**

### **Dennis A. Clements III**

Professor of Pediatrics, Community & Family Medicine and Global Health;  
Senior Advisor, Duke Global Health Institute, Duke University  
Adjunct Professor of Epidemiology, School of Public Health, University of North Carolina at Chapel Hill  
Co-Director, UNC-Duke Consortium in Latin American and Caribbean Studies,  
Member, UNC-Duke Consortium Executive Committee

**Education:** M.D., University of Rochester, 1973; M.P.H., University of North Carolina at Chapel Hill, 1988;  
Ph.D., University of North Carolina at Chapel Hill, 1990

**Appointed/tenure status:** 1978, Tenured

**Languages:** Spanish (3), French (3), German (3)

**Research/training specializations:** health care in Latin America; medical Spanish education; cultural sensitivity; pediatric infectious disease; health disparities and health care for the disadvantaged; cost-effectiveness of vaccination strategies; preventive health care strategies; health care delivery systems

**Overseas experience:** Barbados, Belize, Costa Rica, Ecuador, Guatemala, Honduras, Jamaica, Mexico

**Distinctions:** Fellow, Department of Microbiology/Infectious Diseases, Royal Children's Hospital, Melbourne, Australia (1988-1990); Frank E. Engel Society (2003); Alpha Omega Alpha (Honor Medical Society, 2005); Master Clinician-Teacher Award, Duke Medical School (2006); Health and Wellness Trust Fund Health Disparities Fellowship Director (\$300k grant), Doris Duke International Clinical Fellowship Director (\$800 k grant); Duke Global Health Institute Undergraduate Teaching Award, 2014

**Dissertations/theses supervised in the past five years:** 6

**Professional Service:** Director, Medical Spanish Curriculum for Duke University Medical School Students (2004-present); North Carolina State Immunization Advisory Committee (1996-present); North Carolina State Physician Advisory Committee to Medicaid (2002-present); Dental Foundation of North Carolina-North Carolina Pediatrics Society (2004-present); Duke Human Rights Center Board Member (2009-present); Duke Provost Blue Sky Committee (2007-present); Duke Academic Council (1997-2011); Duke Office of Civic Engagement Board Member (2009-present); Duke Global Priorities Committee (2011 – present); Duke Advisory Committee on Online Education (2012-present)

**Latin American area-related courses taught:** Exploring Medicine in Foreign Cultures (15 years); Beginner and Advanced Medical Spanish (advisor for 10 yrs); Duke Global Health Major and Certificate Capstone Course (5 yrs)

**Percentage of time devoted to Latin American Studies:** 35%

**Outreach:** East Durham Children's Initiative Evaluation and Implementation Advisory Board (2010-present); South Eastern Efforts Developing Sustainable Spaces (SEEDS) Board (2007-present); Volunteer, El Pueblo Inc.

#### **Recent Publications, Poster Presentations, Lectures:**

- 2014 "Nutritional quality of foods marketed to children in Honduras" with MD Gunderson, and B Neelon, *Appetite*, 73:1-6.
- 2013 "Pneumococcal conjugate vaccine: are 3 doses equal to 4 doses?" with EB Walter, *Pediatrics*. 132:e498-9.
- 2006 "'Soy Embarazada.' Why medical students need to learn medical Spanish." Presentation at Global Health Symposium, Duke University.
- 2006 "Picking up the Pieces after Natural Disasters." Presentation at conference on "Knowledge, Policy, Environments, and Publics in Globalizing Latin America," UNC-CH
- 2006 "Staying in touch from afar." Presentation (with Linda Lee) at CIT Instructional Technology Showcase, Duke University.

## Profile of University of North Carolina at Chapel Hill Faculty Center Director

**Louis A. Pérez**

J. Carlyle Sitterson Professor, Department of History; Director, Institute for the Study of the Americas;  
Chair, Curriculum in Latin American Studies, UNC-CH  
Co-Director, UNC-Duke Consortium on Latin American and Caribbean Studies  
Member, UNC-Duke Consortium Executive Committee

**Education:** PhD, University of New Mexico, 1970

**Appointed/Tenure status:** 1994, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** 19<sup>th</sup>-and 20<sup>th</sup>- century Latin American history, Caribbean, Cuba

**Overseas experience:** Cuba

**Distinctions:** Elected Member, Academia de la Historia de Cuba, 2012; Elected Member, American Academy Arts and Sciences, 2008; Elsa Goveia Prize, Association of Caribbean Historians for *To Die in Cuba: Suicide and Society*, 2007; Award for Academic Excellence in Cuban Studies, Latin American Studies Association, 2004; Harry T. and Harriette V. Moore Award, Best Book on Florida Ethnic and Cultural History for *Tampa Cigar Workers*, 2002 (with Robert P. Ingalls); George Perkins Marsh Prize, American Society for Environmental History for *Winds Of Change: Hurricanes and the Transformation of Nineteenth-Century Cuba*, 2001; Choice Award, Outstanding Academic Book for 1999-2000 and Bolton-Johnson Prize, Conference of Latin American History for *On Becoming Cuban*, 1999. Grants and fellowships from Christopher Reynolds, Guggenheim, MacArthur Foundations and National Endowment for the Humanities

**Professional service:** Member, UNC-CH Provost Academic Plan Steering Committee, 2010-present; UNC-CH Global Partnership Roundtable, 2010-present; Advisory Board, UNC-CH Global Research Institute, 2009-present; Member, UNC-CH Provost Search Committee, 2009-10; Chair, Distinguished Service Committee, Conference on Latin American History, 2011; Editorial Board, *Latin American Studies Oxford Bibliographies On-Line*, 2013 present; Senior Honorary Advisory Member, Editorial Advisory Board, *Cuba Studies*, 2013-present; International Advisory Board, *Journal of Latin American Studies*, 2012-16; Senior Editor, *The Americas*, 2011-2017; Editorial Advisory Board, *The Latin Americanist*, 2005-present.

**Dissertations and theses supervised in the past 5 years:** 6

**Relevant courses taught:** Latin America since Independence; History of Cuba; Latin America Since 1810

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** MEDIA: "What the Beyoncé and Jay-Z Furor about Cuba Teaches Us," McClatchy –Tribune, 2013; "U.S. Needs a Fresh Approach to Cuba," <http://www.progressive.org/cuba>, 2013. "Want Change in Cuba? End the Embargo," CNN Opinion, 2010; SELECTED PRESENTATIONS: "Cuba," World View Global Education Leaders' Program, 2013; "Cuba Today," Witness for Peace Southeast Retreat, 2011; "Twenty-First Century Cuba: Problems and Prospect," Carroll Woods Retirement Community Speakers Series, February 2009. "Thinking Back on Cuba's Future," 1<sup>st</sup> Psychological Operations Battalion (Airborne), Fort Bragg, 2008.

### Recent publications:

- 2013 *The Structure of Cuban History: Meanings and Purpose of the Past*, University of North Carolina Press
- 2012 "The Personal is Political: Animus and Malice in the U.S. Policy Toward Cuba," in S. Castro Mariño and R. Pruessen, eds., *Fifty Years of Revolution: Perspectives on Cuba, the United States, and the World*, University of Florida Press, pp. 137-66.
- 2011 *Cuba in the American Imagination: Metaphor and the Imperial Ethos*, University of North Carolina Press (paperback edition); 1<sup>st</sup> edition, 2008.
- 2010 *Cuba Between Reform and Revolution*. 4<sup>th</sup> edition, Oxford University Press; 1<sup>st</sup> edition, 1988.
- 2008 *On Becoming Cuban: Identity, Nationality and Culture*. 2<sup>nd</sup> edition, University of North Carolina Press; 1<sup>st</sup> edition, 1999; In Spanish, *Ser Cubano: Identidad, nacionalidad y cultura*, Editorial de Ciencias Sociales, Havana, 2006.
- 2006 *To Die in Cuba: Suicide and Society*. University of North Carolina Press, paperback edition); 1<sup>st</sup> edition, 2005

## Appendix B: Profiles of Project-Related Personnel

### Holly Ackerman

Librarian for Latin American, Iberian and Latino/a Studies, Duke University Libraries;  
Member, Council on Latin American and Caribbean Studies and  
UNC-Duke Consortium Executive Committee, Duke University

**Education:** Ph.D., University of Miami, 1996

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Spanish (4), French (3), Portuguese (2)

**Research/training specializations:** Contemporary Caribbean migration; non-violent citizen action; social movements; Cuban studies (history of the Cuban exile; national reconciliation; Cuban political prison system; post-1980 immigration)

**Overseas experience:** Field research in Cayman Islands, Cuba, Dominican Republic, Peru, Puerto Rico. Acquisitions trips to Argentina, Brazil, Colombia, Dominican Republic, Mexico, Portugal, Spain, Trinidad

**Distinctions:** Chair, Latin Americanist Research Resources Project Taskforce on Database Retention, Center for Research Libraries, 2009-10; Chair, Latin American Studies Association, Section on Scholarly Resources & Publication, 2009-10; Fellow, Franklin Humanities Institute Seminar, Duke, 2008-09; Distinguished Service Award, Latin American Studies Association, Cuba Section, 2008; Trent Foundation grant for project on "Caribbean Maritime Migration," 2007-08

**Relevant courses taught:** Conducts Latin American/Caribbean bibliographic instruction sessions for various classes; The Caribbean at Duke: Archival Exploration

**Percentage of time devoted to Latin American/Caribbean Studies:** 80-100%

**Outreach:** Co-Curator, *Nation on the Move: The Puerto Rican Diaspora: Photographs by Frank Espada, 1963-1990*, Duke University, January-April, 2012; Curator, *Cultural Bridge: Drugs Across the Americas*, Department of International & Area Studies, Duke University Libraries, October-November 2011 (Part of the 25<sup>th</sup> N.C. Latin American Film Festival on the theme of Drug Trafficking); curator, *The Caribbean Sea Migration Collection*. A digital collection of materials on Cuban, Dominican and Haitian maritime migration, 2011.

#### Recent Publications:

- 2012 "Flight, Dilution and Solidarity: Cubans in Venezuela." Proceedings of *The Cuban Diaspora in the World: A Symposium*. Miami: Florida International University.
- 2011 "Political Perspectives on Prisoners in Cuba." in *Cuba: People, Culture, History*. edited by West, Durán, Alan, et al. New York: Charles Scribner & Sons.
- 2011 "Newspaper Databases in Latin American and Latino Studies: Four Key Products." *The Charleston Advisor*, Volume 11, Number 3, January, pp. 11-17(7).
- 2010 "Four Digital Collections on Latin American Literature: Caribbean Literature; Latin American Women Writers; Sur; The Life and Works of Jorge Luis Borges." *The Charleston Advisor*, Volume 11, Number 4, April.

### Lamonte Aidoo

Assistant Professor of Portuguese, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Portuguese and Brazilian Studies, Brown University, 2012

**Appointed/Tenure status:** 2012, Tenure-eligible

**Languages:** French (4), Portuguese (4), Spanish (4), French (2), Italian (2), Creole (1)

**Overseas experience:** Brazil, Colombia, Ecuador, Dominican Republic, Mexico, Haiti, Venezuela, Peru

**Relevant courses taught:** Brazil, Race, Sex and the Body; Blackness in Brazil and Latin America; Black Brazil: Race, Nation and Cultural Politics; Brazil and Lusophone Africa

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

#### Recent Publications:

- 2013 *Lima Barreto: New Critical Perspectives*. Lexington Books. Washington, D.C.

### Antonio M. Arce

Assistant Director, Center for Latin American & Caribbean Studies;  
Director, DukeEngage in Santiago, Chile; co-Director, Duke Brazil Initiative;  
Member, Council on Latin American and Caribbean Studies and  
Member *ex officio*, UNC-Duke Consortium Executive Committee, Duke University

**Education:** M.A., Duke University, 1997

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Spanish (4), Portuguese (2)

**Administrative experience:** Research Associate, Office of Assessment, 2002-06, Assessment Team Member, Markets and Management, 2000-02; Instructor and Teaching Assistant, Political Science Department, 1996-99, Duke University

**Overseas experience:** Chile, Brazil

**Distinctions:** DukeEngage Program Director Leadership Award, 2012; Center for Instructional Technology Electronic Portfolio Grant, Duke, 2009; DukeEngage Chile Program Grants, annually 2008- present; Graduation School Dissertation Grant, 2000; Ford Foundation-FLACSO, Chile pre-dissertation grant 1996; Duke University Endowment Fellowship, 1993; APSA Latino Student Fellowship, 1993; Phi Beta Kappa, 1992; Phi Sigma Alpha, 1992; Alpha Sigma Nu, 1992; Phi Sigma Tau, 1992

**Relevant courses taught:** Introduction to Latin American Studies (2011)

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

### Paul A. Baker

Professor of Earth and Ocean Sciences, Nicholas School of the Environment; co-Director, Duke Brazil Initiative  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at San Diego, 1981

**Appointed/Tenure status:** 1981, Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Tropical climate change, environmental change, Andes mountains of tropical Peru and Bolivia; Amazon paleoclimate and paleohydrology; North American drought reconstruction

**Overseas experience:** Bolivia, Brazil, Chile, Ecuador, Peru, Grenada, Jamaica, Nicaragua

**Distinctions:** recipient of 7 different National Science Foundation grants since 2010

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** The Amazon: Geology, Climate, Ecology, and Future Change; The Amazon:Bio-Diversity, Energy, Human Development (sponsored by Global Brazil Humanities Lab)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- |      |  |
|------|--|
| 2012 | "Extreme drought events revealed in Amazon tree ring records." With H.S. Jenkins and R.I. Negrón-Juárez. <i>Amazonian Droughts: A Review</i> .   |
| 2012 | "Evolution of the Lake Titicaca basin and its diatom flora over the last ~ 370,000 years." With S.C. Fritz, P. Tapia, T. Spanbauer, K. Westover. In <i>Palaeogeography, Palaeoclimatology, and Palaeoecology</i> .                                   |
| 2012 | "Global climate evolution during the last deglaciation." With P.U. Clark, J.D. Shakun, et al. <i>Geochimica et PNAS</i> .  |
| 2011 | "Impact of two different types of El Nino events on the Amazon climate and ecosystem productivity." With W. Li; P. Zhang; J. Ye; L. Li. <i>Journal of Plant Ecology</i> . 4:91-99.   |
| 2010 | "Geomorphology of natural hazards and human-induced disasters in Bolivia." With E. Latrubese J. Argollo. <i>Geomorphology of Natural Hazards and Human-Exacerbated Disasters in Latin America</i> . Ed. E. Latrubese. (Elsevier, U.K., pp. 181-194). |

## **Brenda Baletti**

Lecturing Fellow, Thompson Writing Program  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, University of North Carolina at Chapel Hill, 2012

**Appointed/Tenure status:** 2012, Tenure not applicable

**Languages:** Portuguese (4), Spanish (2)

**Overseas experience:** Brazil

**Distinctions:** Best PhD Student Paper Award, Development Geography Specialty Group, Association of American Geographers; Antipode Foundation Translation and Outreach Pilot Grant

**Relevant courses taught:** Academic Writing: Decolonizing Amazonia; Academic Writing: Amazonia: Power, Justice, Nature

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### **Recent Publications:**

- 2013 "Saving the Amazon? Sustainable Soy and the New Extractivism." *Environment and Planning A*.  
2012 "Ordenamento Territorial: Neo-developmentalism and the Struggle for Territory in the Lower Brazilian Amazon." *Journal of Peasant Studies*. 36(2): 422-429.  
2011 "Brazilian Soya: the Argument Against." *Nature*. 474 (285). June 16, 2011.  
2009 "More than a Movement(s): Understanding Smallholder Politics in the Brazilian Amazon." *Journal of Peasant Studies*. 36(2): 422-429.

## **Xavier Basurto**

Assistant Professor of Sustainability Science, Marine Science & Conservation Lab,  
Nicholas School of the Environment, Duke University

**Education:** Ph.D., Management, University of Arizona, 2007

**Appointed/Tenure status:** 2009, Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Environmental policy, conservation biology, fisheries policy and management, marine science

**Overseas experience:** Mexico, Costa Rica

**Distinctions:** Recipient of grants from the Walton Family Foundation and the University of Colorado at Denver.

**Relevant courses taught:** Community Based Marine Conservation in the Gulf of California

**Dissertations and theses supervised in past 5 years:** 5

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

### **Recent publications:**

- 2013 "Resilience, Social-Ecological Rules, and Environmental Variability in a Two-Species Artisanal Fishery." With Marshall Duer-Balkind, Kasey R. Jacobs, Burak Guneralp. *Ecology and Society*, vol. 18, no. 4, p. 50.  
2013 "Looking Beyond the Fisheries Crisis. Cumulative Learning through Diagnostic Approaches." With J. Cinner, A. McNeal, and S. Gelcich. *Global Environmental Change*. vol. 23, no. 6, pp. 1359-1365.  
2013 "Multi-level governance for large marine commons: Politics and policentricity in Palau's protected area network." With Rebecca Gruby. *Environmental Science and Policy*. Vol. 33, pp. 260-272.  
2013 "Bureaucratic Barriers Limit Local Participatory Governance in protected Areas in Costa Rica." *Conservation and Society*. Vol. 11, no. 1, pp. 16-28.

## David Boyd

Associate Professor of the Practice, Duke Global Health Institute  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Yale University, 1990

**Appointed/Tenure status:** 2009, Tenure not applicable

**Research/training specializations:**

**Overseas experience:** China, Guatemala, Malaysia

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Indigenous Medicine and Global Health; Global Health and Vulnerable Populations; Capstone Seminar in Global Health

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent Publications:**

- 2013 "Uneven Ground: Health Challenges of the Modern Maya." Co-producer with W. Baumgartner. Float-on Films.
- 2012 "Young men's willingness to undergo Safe Male Circumcision (SMC) decreases with increased educational attainment in some rural areas of central Uganda." With E. Asimwe, R. Proeschold-Bell, K. Page, and A. Nankunda. *The Journal of Global Health*, 2: 17-21.
- 2009 "Public health literacy, defined." With D. Freedman, K. Bess, H. Tucker, A. Tuchman, and K. Wallston. *American Journal of Preventive Medicine*. 36: 446-50.

## Henry (Hal) Brands

Assistant Professor of Public Policy and History, Sanford School of Public Policy  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Yale University, 2009

**Appointed/Tenure status:** 2010, Tenure eligible

**Languages:** Portuguese (2), Spanish (2)

**Research/training specializations:** U.S. foreign policy and grand strategy, Cold War history, Latin American security and diplomacy, and other strategic and military issues.

**Overseas experience:** Brazil, South America

**Distinctions:** Member, RAND Corporation Grand Strategy Advisory Board; member, Executive Board, Triangle Institute for Security Studies; John Addison Porter Prize, Yale University.

**Related courses taught:** Selected Topics in Public Policy: The Cold War

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent Publications:**

- Forthcoming *What Good is Grand Strategy? Power and Purpose in American Statecraft from Harry S. Truman to George W. Bush*. Cornell University Press.
- 2011 "Evaluating Brazilian Grand Strategy under Lula." *Comparative Strategy*. 31.
- 2011 "Crime, Irregular Warfare, and Institutional Failure in Latin America: Guatemala as a Case Study." *Studies in Conflict and Terrorism*. 34:228-247.
- 2010 *Latin America's Cold War*. Harvard University Press.
- 2008 *From Berlin to Baghdad: America's Search for Purpose in the Post-Cold War World*. University Press of Kentucky.
- 2008 "Third-World Politics in an Age of Global Upheaval: The Latin American Challenge to U.S. and Western Hegemony, 1965-1975." *Diplomatic History*. 32.1 (January)



## **Lisa Campbell**

Associate Professor of Marine Affairs and Policy, Nicholas School of the Environment, Duke University

**Education:** Ph.D., Cambridge University, 1998

**Appointed/Tenure status:** 2003, Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Wildlife conservation policy, environmental values, international institutions for environment and development, rural development in Latin America and the Caribbean

**Overseas experience:** Bermuda, Brazil, Costa Rica

**Distinctions:** Member of Board of Directors, International Sea Turtle Society; Member of Sea Turtle Specialist Group, IUCN; Member of Association of American Geographers

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Marine Conservation Biology

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- 2013 "Oceans at Rio+20." With N.J. Gray, L.W. Fairbanks, et al. *Conservation Letters*. 6:439-447.
- 2012 "Challenges to Interdisciplinary Research in Ecosystem-Based Management. With L. Sievanen and H.M. Leslie. *Conservation Biology*. 26:315-323.
- 2012 "Community-based conservation as grassroots sustainability enterprise? Sea turtle egg harvesting in Ostional, Costa Rica." With B.J. Haalboom and J. Trow. *Advances in Ecopolitics*. 9:145-162.
- 2012 "Scale, networks, and information strategies: Exploring indigenous peoples' refusal of a protected area in Suriname." With B.J. Haalboom. *Global Networks: a Journal of Transnational Affairs*. 12:375-394.
- 2012 "Seeing red: Inside the science and politics of the IUCN red list." *Conservation and Society*. 10:367-380.

## **Soraya Campbell**

Assistant Director, Global Education Office for Undergraduates (formerly Study Abroad Office), Duke University

**Education:** M.A., University of Florida, 2007

**Appointed:** 2013; Tenure not applicable

**Languages:** English (5), Spanish (4), Latin (3), German (1)

**Administrative experience:** Program Manager for Duke in Madrid, Duke in Istanbul, Duke in Barcelona, Duke in Costa Rica, Duke in Brazil, Duke in Ghana, Duke in Montreal and Duke in Turkey

**Distinctions:** Member, National Association of International Educators (NAFSA); Education Abroad Knowledge Community Liaison for NAFSA Region VII

**Overseas experience:** Hungary, Spain, Costa Rica, Puerto Rico

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

## Emily S. Chávez

Outreach Program Coordinator, UNC-Duke Consortium in Latin American and Caribbean Studies

Member, Council on Latin American and Caribbean Studies;

Member *ex officio*, UNC-Duke Consortium Executive Committee, Duke University

**Education:** M.A.T., Duke University, 2004

**Appointed/Tenure status:** January, 2013; Tenure not applicable

**Languages:** Spanish (4)

**Performance-Based Language Training:** Institute for the Study of the Americas, Cochabamba & Santa Cruz, Bolivia, 2001

**Administrative and teaching experience:** Outreach Program Coordinator, UNC-Duke Consortium in Latin American and Caribbean Studies, Duke University, 2013-present; English Teacher, Durham Public Schools, 2008-2012; Creative Writing Course Leader, North Carolina State University, 2007-2008; Project Co-Director, North Carolina Central University Durham Freedom School, 2006-2007; Humanities Teacher, Ann Atwater Community School, 2005; Social Studies Teacher, Nueva Esperanza Academy Charter High School, 2004-2005

**Overseas Experience:** Bolivia, Perú, Mexico

**Distinctions:** Member of Outreach Committee, Consortium of Latin American Studies Programs (CLASP), 2013-present; Intercultural Center Director's Recognition Award, Swarthmore, 2003; Woodrow Wilson Rockefeller Brothers Fund Fellowship for Students of Color Entering the Teaching Profession, 2002

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Organized 8 Consortium-sponsored K-16 teacher training workshops since January 2013; organizer and group leader for 2014 Yucatán, Mexico trip for NC elementary school teachers (89% from Title I schools); facilitator for College Educators Research Fellowship program

### Recent presentations:

- |      |  |
|------|--|
| 2013 | Presentation on UNC-Duke Consortium Outreach resources, World View Latin America and North Carolina Seminar for K-16 educators |
| 2013 | Presentation on Marronage Archives Website, Durham Public Schools Summer Institute   |
| 2013 | Presentation on cultural immersion and transformative education, World View Costa Rica Follow-Up Workshop for K-16 educators   |
| 2013 | Presentation on Border Odyssey Website, World View K-12 Global Education Symposium   |

## Joan Clifford

Lecturer, Spanish Language Program, Department of Romance Studies;

Director, Community-based Language Program, Program in Education;

Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Virginia, 1998

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (4), French (1) Portuguese (1)

**Performance-based language training:** ACTFL meetings and workshops, 2012, 2007, 2005, 2002; Foreign Language Association of North Carolina (FLANC) meeting, 2011; American Association of Teachers of Spanish and Portuguese (AATSP) meeting, 2011; Oral Proficiency Interview Familiarization Workshop at NC Central University, 2006; UNC Languages Across the Curriculum Workshop, 2003

**Research/training specializations:** Latin American contemporary literature, instructional technology, service learning

**Overseas experience:** Argentina, Costa Rica, Mexico

**Distinctions:** Dean's Leadership Award, 2014; Thompson Writing Program grant 2012-13; Course Development Award, Program in Latino/a Studies in the Global South, 2012; Center for Instructional Technology grants, 2001-02 and 2004-05

**Relevant courses taught:** Voices in Global Health Spanish Tutorial; Introduction to Cultural Studies; Advanced Spanish Writing; Health, Culture and the Latino Community

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

### Recent publications/presentations:

- |      |  |
|------|--|
| 2013 | "Meeting the Challenges of Machine Translation." With L. Merschel, D. Reisinger. <i>The Language Educator</i> . October 2013.  |
| 2013 | "Surveying the Landscape: What is the Role of Machine Translation in Language Learning?" With L. Merschel, J. Munne. <i>Revista d'innovació educativa</i> . pp. 108-121.                                   |
| 2009 | "Best Practices in Assessment in Spanish Service-Learning Courses at Duke University." With B. McManus, M. Simmermeyer, L. Merschel, et al. Presented at Pathways to Achieving Civic Engagement Conference |

### Michaeline Crichlow

Professor, Departments of African and African American Studies and Sociology;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., State University of New York at Binghamton, 1988

**Appointed/Tenure status:** 2005, Tenured

**Languages:** French (3), French Creole (3), Spanish (2)

**Research/training specializations:** Africa, Brazil, the Caribbean; globalization, development, cultural politics, post-coloniality, citizenship and nationalism

**Overseas experience:** French- and English-speaking Caribbean

**Distinctions:** Founder of the Caribbean, Diaspora and Atlantic Studies Program, International Studies, University of Iowa

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Pigging Out: Cultural Politics of Food; Visualizing the Caribbean; Migration and Human Trafficking; Citizen and Subject in a Neoliberal Age; Culture and Politics of the Caribbean;

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100 %

**Recent publications:**

- 2013 *Cultural Dynamics: Insurgent Scholarship on Culture, Politics and Power*. London: Sage. (Editor)
- 2012 *Carnival Art, Culture, Politics: Performing Life*. Routledge Press. (Editor)
- 2012 *States of Freedom: Freedom of States* (special issue) Indiana University Press. (Co-editor)
- 2012 "Rethinking the Mangrove of Caribbean Space and Time." With P. Northover. In *Social and Economic Studies*. 61(4), pp. 216-228.
- 2009 *Race, Space, Place: The Making and Unmaking of Freedoms in the Atlantic World*. Sage.

### Susan Denman

Associate Clinical Professor (Emeritus), School of Nursing;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of North Carolina at Chapel Hill, 1996; R.N., St. Joseph's School of Nursing, 1970

**Appointed/Tenure status:** 1996, Tenure not applicable

**Languages:** Spanish (3)

**Research/training specializations:** Latino access to health care, family nurse practitioners, cultural competency of health care professionals

**Overseas experience:** Ecuador, Honduras, Mexico, Panama

**Distinctions:** Fulbright grant for evidence-based nursing in Ecuador (2012-13); Duke-UNC Latin American Studies Faculty Research Award, 2008-09; Center for Instructional Technology grant for Adult Physical Examination Video Project, 2006

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Board President of El Centro Hispano of Durham (2010-2012); volunteer at annual Latino Health Fair organized by El Pueblo

**Recent publications:**

- 2009 "Is pregnancy a teachable moment for smoking cessation among US Latino expectant fathers? A pilot study." With K.I. Pollak, K.C. Gordon, P. Lyna, P. Rocha, R.N. Brouwer, L. Fish, D.H. Baucom. *Ethnicity and Health*. 15,1, December, pp. 1-13.
- 2007 "Global infections: recognition, management, and prevention." With A. Hunter, L. Garzon, P.J. Allen, L. Schumann. *The Nurse Practitioner*. 32.2 February, pp. 34-41.
- 2006 "Education: an essential key for the improvement of public health in developing countries." *2ème Réunion du Comité Scientifique IAP-WHEP*. French National Academy of Sciences. Inter Academy Panel, Scientific Committee of the Women's Health Education Program (WHEP), October, 2006.
- 2004 "Making primary care culturally competent." With C. Green-Hernandez, A.A. Quinn, S.K. Falkenstern, T. Judge-Ellis. *The Nurse Practitioner*. 29.6, June, pp. 49-55.

## Ariel Dorfman

Walter Hines Page Research Professor of Literature and Latin American Studies, Literature Program and Department of Romance Studies; Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Chile, 1965

**Appointed/Tenure status:** 1989, Tenure not applicable

**Languages:** Spanish (5), Portuguese, (4) French (3), Italian (3), Dutch (1)

**Research/training specializations:** Contemporary Latin American literature, popular culture, transnational culture, bilingualism, the Southern Cone, Chile

**Overseas experience:** Argentina, Brazil, Chile

**Distinctions:** Member, American Academy of Arts and Sciences, 2001-present; Member, Academie Universelle Des Cultures, 1996-present; selected as 8<sup>th</sup> Nelson Mandela Annual Lecturer at Johannesburg's Linder Auditorium, 2010

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Latin American Literature in Translation; Special Topics in Literature: Who Are the Real Barbarians?

**Outreach:** Keynote speaker on "Chile on My Mind" for 2009 WorldView K-12 teacher workshop on Latin America and NC; at least 28 op-ed and other newspaper articles in the past 4 years, including *El Pais*, *London Guardian*, *Los Angeles Times*, *New York Times*, *Washington Post*, etc.; radio interviews on BBC, CBC, KPFF Los Angeles, NPR

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2013 "The Struggle for Chile's Future." In *The Nation*, December 23-30, 2013.
- 2013 "Chile elections: Three candidates, three fathers, and an awful lot of history." *The Guardian*, London, UK, November 15, 2013
- 2011 *Feeding on Dreams: Confessions of an Unrepentant Exile*, Houghton Mifflin Harcourt
- 2009 *Americanos: Los pasos de Murieta*, Seix Barral
- 2007 Film "A Promise to the Dead: The Exile Journey of Ariel Dorfman," produced by White Pine Pictures

## Laurent Dubois

Marcello Lotti Professor, Departments of Romance Studies and History  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Michigan, 1998

**Appointed/Tenure status:** 2007, Tenured

**Languages:** French (5), Spanish (3), Haitian Kreyol (3)

**Research/training specializations:** Francophone Caribbean history and literature; Black Atlantic history; history of banjo

**Overseas experience:** Guadeloupe, Haiti, Martinique

**Distinctions:** Co-Director, Haiti Humanities Lab, 2011-2014 (funded by Mellon Foundation grant to Franklin Humanities Institute); Frederick Douglass Prize for best book on Slavery, Resistance and Emancipation; Atlantic History Prize, American Historical Association; John H. Fagg Prize, American Historical Association for best book on Spain, Portugal and Latin America; David Pickney Prize, Society for French Historical Studies; Guggenheim Fellowship; National Humanities Center Fellowship

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Soccer Politics, Global France, Visions of Haiti, The Modern Caribbean after Emancipation, Theorizing Africa and the Caribbean

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Presentation on Haitian Revolution for 2009 WorldView K-12 teacher workshop on Latin America and NC; presentation on "History of Haiti" for 2010 Shepard Middle School workshop; at least 23 newspaper, radio and television interviews about earthquake in Haiti, 2010 (*New York Times*, *USA Today*, MSNBC, BBC, NPR, ABC News, etc.); Keynote presentation on "The Cultural History of the Banjo in the Caribbean," 2008 Consortium Conference and Teacher Workshop

**Recent Publications:**

- 2012 *Haiti: The Aftershocks of History*. Metropolitan Books.
- 2012 "Haiti's Traces." *Small Axe: A Caribbean Journal of Criticism*. November, 39, pp. 177-187.
- 2011 *Revolution! The Atlantic World Reborn*. With Thomas Bender, Richard Rabinowitz. Giles Ltd.
- 2010 "Reckoning in Haiti." *Haiti Rising: Haitian History, Culture and the Earthquake of 2010*. With Jean Casimir. Ed. Martin Munro. University of West Indies Press.
- 2009 *Origins of the Black Atlantic*. With Julius S. Scott. Routledge.

## Patrick Duddy

Senior Lecturing Fellow, Fuqua School of Business & Center for International Studies;  
Former U.S. Ambassador to Venezuela  
Director, Center for Latin American and Caribbean Studies (as of July 1, 2014)  
Member, Council on Latin American and Caribbean Studies  
and UNC-Duke Consortium Executive Committee, Duke University

**Education:** MA, Northwestern University, 1980; MS, National War College

**Appointed/Tenure status:** 2010, Tenure not applicable

**Languages:** Spanish (4), Portuguese (3)

**Research/training specializations:** Trade, energy, public affairs and crisis management in the Americas

**Overseas experience:** Served in U.S. embassies in Chile, Dominican Republic, Costa Rica and Paraguay, 1983-93; Counselor for Public Affairs, U.S. Embassy, Panama, 1997-99; Deputy Chief of Mission, U.S. Embassy, Bolivia, 1999-2002; Consul General, U.S. Consulate, Sao Paulo, Brazil; Deputy Assistant Secretary of State for Western Hemisphere Affairs, 2005-2007; Ambassador of the United States to Venezuela, 2007-2010.

**Distinctions:** Secretary's Career Achievement Award, Presidential Meritorious Service Award; Honorary Doctor of Public Service, Husson University; invited speaker for World Affairs Councils in Maine, Colorado, North Carolina, Ohio, The Inter-American Dialogue, Council of the Americas, The Energy Council, The Hudson Institute, The Woodrow Wilson Center, U.S. Army War College, Foreign Service Institute of the U.S. Department of State, University of New England, the Citadel, Davidson College, and Husson University.

**Relevant courses taught:** U.S. Policy in Latin America; Global Academic Travel Experience: Latin America (Brazil, Chile, Argentina)

**Outreach:** Presentations to the U.S. Senate Foreign Relations Committee, to the Foreign Service Institute of the U.S. Department of State, to the Maxwell School of Public Policy at Syracuse University. Numerous interviews with print and broadcast media, including *Miami Herald*, *New York Times*, *News and Observer* (Raleigh, NC), *Providence Rhode Island Journal*, CNN.com, Voice of America, *Business Insider*, etc.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### Recent Publications:

- |      |   |
|------|---|
| 2013 | "U.S. isn't starting from scratch with Venezuela." <i>CNN</i> . March 7, 2013.          |
| 2013 | "The Future of Venezuela: Chavismo is Entrenched." <i>New York Times</i> . Jan. 3, 2013 |
| 2012 | "Political Unrest in Venezuela." <i>Council on Foreign Relations</i> .                  |

## Nicolas Eilbaum

Lecturing Fellow, Thompson Writing Program;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** MA, Cornell University, 2007

**Appointed/Tenure status:** 2010, Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Immigration in the U.S.

**Overseas experience:** Argentina

**Relevant courses taught:** Academic Writing: El Norte; Academic Writing: Multilingualism in the US

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

### **Bethzaida Fernández-Vargas**

Lecturer and Coordinator of Intermediate Spanish Language, Spanish Language Program,  
Department of Romance Studies, Duke University

**Education:** M.A., University of Northern Iowa, 1992

**Appointed/Tenure status:** 1999, Tenure not applicable

**Languages:** Spanish (5), French (3)

**Performance-based language training:** Southern Conference on Language Teaching (SCOLT), 2013; Northeast Conference on Teaching of Foreign Languages, 2007

**Research/training specializations:** language learning methodologies, developing teaching materials, uses of technology in the classroom, and service learning pedagogy.

**Overseas experience:** Costa Rica

**Distinctions:** Dean's Leadership Award, 2014; Humanities Writ Large Grant, Duke University, 2012

**Relevant courses taught:** Intermediate Spanish; Advanced Intermediate Spanish; Health, Culture and the Latino/a Community; Latino/a Voices in Durham

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

### **Fernando Fernholz**

Associate Professor of the Practice, Duke Center for International Development, Sanford School of Public Policy  
Member, Council on Latin American and Caribbean Studies  
and UNC-Duke Consortium Executive Committee, Duke University

**Education:** Ph.D., Economics, Boston University, 2000

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (5), German (3)

**Research/training specializations:** Public finance, international economics, trade, external debt and finance, public enterprises, economic planning models, investment appraisal, risk analysis.

**Overseas experience:** Bolivia, Chile, Colombia, Ecuador, Honduras, Jamaica, Mexico, Panama

**Distinctions:** Undersecretary of Urban Development, Ministry of Housing and Urban Development, Bolivia, 1980-90; Vice Mayor, City Government of La Paz, Bolivia, 1979-80

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Economic Growth and Development Policy; Policy Analysis of Development

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- 2011 "Chapter 24, (Multicriteria Analysis)." *Capital Budgeting Valuation: Financial Analysis for Today's Investment Projects.* John Wiley & Sons, Inc.
- 2009 "Enhancing the Government of Jamaica's System for Prioritizing Public Investment Projects."
- 2008 *School Feeding Programs in Latin America: A Review of WFP Interventions in Ecuador, Honduras and Bolivia.* With R. Fernholz.
- 2008 "Case Study: Risk Assessment of Infectious Disease Intervention in Latin America." Plan International
- 2008 "Technical Background Paper for Part III. National Development: Commitment and Political Choice." With R. Fernholz, F. Rueda, and C. Jayasekera. In *Hunger and Health*, World Hunger Series 2007. UN World Food Programme and Earthscan
- 2007 "A Toolkit for Local Revenue Mobilization." With R. Fernholz. Municipal Financial Task Force

## Rosemary Morales Fernholz

Senior Research Scholar and Lecturing Fellow, Duke Center for International Development, Sanford School of Public Policy  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Harvard University, 1998

**Appointed/Tenure status:** 2002, Tenure not applicable

**Languages:** Filipino (5), Spanish (3)

**Research/training specializations:** International development, public policy, social policy

**Overseas experience:** Bolivia, Ecuador, Honduras, Panama

**Distinctions:** Littauer Fellow Award, Kennedy School of Government, Harvard; Ford Foundation Fellow; East West Center Grantee

**Relevant courses taught:** Indigenous Peoples, Rights and Development; Social and Political Context of Development; Innovation and Political Entrepreneurship; International Development Policy/Social Environmental Course

**Percentage of time devoted to Latin American studies:** 25-49%

**Recent publications/presentations:**

- 2010 *From Community Action to Policy Making: Implications of Citizen Water Monitoring*. Global Water Watch Program.
- 2010 "Infrastructure and Inclusive Development through 'Free, Prior and Informed Consent' of Indigenous Peoples." *Physical Infrastructure Development: Balancing the Growth, Equity and Environmental Imperatives*. Edited by W. Ascher and C. Krupp. Palgrave Macmillan.
- 2010 "Advocacy and Policy: Getting Political;" "Institutions and Policy: Response and Transformation;" and "Watershed Stewardship and Quality of Life" co-author, in *Community-Based Water Monitoring: A Practical Model for Global Watershed Stewardship*, edited by W. Deutsch, S. Ruiz-Cordova, B. Duncan, Global Water Watch Program.
- 2009 "Leading Change by Example and Spirit: Leadership Styles and Patterns Recognized by the Magsaysay Awards." In *Leadership for Development: What Globalization Demands of Leaders Fighting for Change*. Edited by Dennis Rondinelli and John Heffron. Kumarian Press.

## Gisela Fosado

Editor, Duke University Press, Duke University

**Education:** Ph.D, University of Michigan, 2004

**Appointed:** 2010; Tenure not applicable

**Languages:** Spanish (4), English (5)

**Administrative experience:** Editor and editorial associate at Duke University Press since 2010; managing editor at Barnard Center for Research on Women; Member of UNC-Duke Consortium Editorial Committee overseeing *Latin America in Translation* series

**Overseas experience:** Cuba and Yucatán, Mexico

**Distinctions:** Documentary cinematographer and editor for film "Adio Kerida"; Rackham Merit Fellowship; Ford Foundation Doctoral Fellowship Honorable Mention

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications and presentations:**

- 2009 "Valuing Domestic Work" *Scholar and Feminist Online*, Gisela Fosado and Janet Jakobsen, Eds. Barnard Center for Research on Women. Issue 8.1: Fall 2009.
- 2007 "Women, Work, and the Academy: Strategies for Responding to 'Post-Civil Rights Era' Gender Discrimination." Written by Alison Wylie, Janet R. Jakobsen and Gisela Fosado. *New Feminist Solutions*, Volume 2.
- 2005 "Gay Sex Tourism, Ambiguity and Transnational Love in Havana" In *Cuba Transnational* Florida International University Press. Damian Fernandez, Ed.
- 2004 "Yumas Mecanicando y Pingueros Dolarizados: Sex Tourism in Cuba." Presentation at the Latin American Studies Association (LASA) Annual Conference.

## John D. French

Professor, Department of History and African and African American Studies Program  
Co-Director, Duke Brazil Initiative; Senior Editor, *Hispanic American Historical Review*  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Yale University, 1985

**Appointed/Tenure status:** 1992, Tenured

**Languages:** Portuguese (5), Spanish (4), French (2)

**Research/training specializations:** Social, labor, and political history of Brazil; Latin American labor history; African New World Diaspora; transnational and global history.

**Overseas experience:** Brazil, Colombia, Mexico, Peru, Venezuela

**Distinctions:** Douglas Southall Freeman Professor at the University of Richmond, 2013-14; Dean's Award for Excellence in Mentoring, Duke Graduate School, 2009; Visiting Fellow at the Kellogg Institute for International Studies, University of Notre Dame, Spring 2007; Woodrow Wilson International Center for Scholars, 2005-06; Fulbright-Hays Faculty Research Fellowship (Brazil), 2000

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Building Democracy, Combating Inequality (sponsored by Global Brazil Humanities Lab); Global Brazil (sponsored by Global Brazil Humanities Lab); Latin American History Graduate Topics; Latin American Left Turns: A New Politics for the 21<sup>st</sup> Century? (Latin American Studies Capstone Seminar)

**Percentage of time devoted to Latin American studies:** 50-100%

**Outreach:** Author of curricular guide, *Sharing the Riches of Afro-Brazilian History and Culture: Undergraduate and Graduate Teaching Syllabi and Handouts*, Duke AAAS and Carolina and Duke Latin American Consortium, 2002

**Recent publications:**

Forthcoming *Lula's Politics of Cunning: From Trade Unionism to the Brazilian Presidency.*

2012 "“Kill the Americans!” The U.S. Government, Citizens, and Companies in Latin America from the Panama Canal to Plan Colombia,” *Radical History Review*. 201-208.

2011 "Another World History Is Possible: Reflections on the Translocal, Transnational, and Global." *Workers, Across the Americas: The Transnational Turn in Labor History*. Ed. Leon Fink. Oxford University Press. 1-7.

2011 "Nurturing Hope, Deepening Democracy, and Combating Inequalities in Brazil: Lula, the Workers' Party, and Dilma Rousseff's 2010 Election as President." *Labor: Studies in Working Class History of the Americas*, 9(1), 7-28.

2011 "Politics, Memory, and Working Class Life in the Commercial Biopic Lula, Son of Brazil." With Antonio Luigi Negro. *A Contracorriente: A Journal of Social History and Literature*, 8(3), 377-394.

## Gustavo Furtado

Assistant Professor, Portuguese, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Phd, Romance Studies, Cornell University, 2012

**Appointed/Tenure status:** 2012, Tenure eligible

**Languages:** Portuguese (5)

**Research/training specializations:** Brazilian cinema

**Overseas experience:** Brazil

**Dissertations and theses supervised in past 5 years:**

**Relevant courses taught:** Cine-Reality: Experiments in the Brazilian Documentary; Brazil: Discovery, Conquest, Encounters; Representing Corporeality: Brazilian Cinema; Modernidades Brasileiras; Cinema and Literature of Brazil; Lusophone Brazil in Critical Theory

**Percentage of time devoted to Latin American studies:** 50-100%

**Recent publications:**

2012 "The Borders of Sense: Revisiting 'Iracema, uma transa amazônica.'" *Journal of Latin American Cultural Studies*.



## Esther Gabara

E. Blake Byrne Associate Professor and Director of Graduate Studies, Department of Romance Studies;  
Associate Professor, Department of Art, Art History, and Visual Studies;  
Member, Council on Latin American and Caribbean Studies and Consortium Editorial Committee, Duke University

**Education:** Ph.D., Stanford, 2001

**Appointed/Tenure status:** 2001, Tenured

**Languages:** Spanish (4), Portuguese (3), Russian (1)

**Research/training specializations:** 20th Century Mexico, Brazil, and the Spanish Caribbean; relationships between literature and visual culture; non-Western modernisms; ethics and aesthetics

**Overseas Experience:** Brazil, Mexico, Spain, Venezuela

**Distinctions:** Member, Scholars and Publics, 2012-13; Bass Society of Fellows, May 2012

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Introduction to Spanish-American Literature II; Modern and Contemporary Latin American Art; Knowing (What) To Do; Designing Brazil (Sponsored by Global Brazil Humanities Lab)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- Forthcoming "Photography, Avant-Garde and Modernity." *A Companion to Modern and Contemporary Latin American & Latino Art*
- 2012 "Landscape: Errant Modernism and Aesthetics in Brazil." *Modern Art in Africa, Asia and Latin America: An Introduction to Global Modernisms*. Wiley Blackwell. 353:361.
- 2010 "Gestures, Practices, and Projects: [Latin] American Re-visions of Visual Culture and Performance Studies." In *E-misférica*. 7.1
- 2010 "Fighting It Out: Being *Naco* in the Global *Lucha Libre*." *Journal of Decorative and Propaganda Arts*. Mexico Issue, 26. The Wolfsonian-Florida International University. 277-300.
- 2008 *Errant Modernism: The Ethos of Photography in Mexico and Brazil*. A John Hope Franklin Center Book. Duke University Press

## David Barry Gaspar

Professor, Department of History, Duke University

**Education:** Ph.D., Johns Hopkins University, 1974

**Appointed/Tenure status:** 1980, Tenured

**Research/training specializations:** Comparative slave systems, development of slave society and evolution of slave life in the United States and Caribbean, Atlantic slave trade, Atlantic history and culture, legacy of slavery in post-slave societies, historical geography, colonial British America, Caribbean and Afro-American history

**Overseas Experience:** Antigua and Barbuda, Jamaica

**Distinctions:** Editor of *CONTOURS: A Journal of the African Diaspora*, University of Illinois Press, 2004

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** History of the Caribbean 1492-1700; History of the Caribbean, 18<sup>th</sup> Century; The Atlantic Slave Trade

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- 2005 "'Subjects to the King of Portugal': Captivity and Repatriation in the Atlantic Slave Trade (Antigua 1724)." In *The Creation of the British Atlantic World*. Johns Hopkins University Press
- 2004 *Beyond Bondage: Free Women of Color in the Americas*. Co-edited with Darlene Clark Hine. University of Illinois Press
- 2004 "'To Be Free Is Very Sweet': The Manumission of Female Slaves in Antigua, 1817-26." In *Beyond Bondage: Free Women of Color in the Americas*. University of Illinois Press
- 2004 "The Diligent: A Voyage Through the Worlds of the Slave Trade." *American Historical Review*
- 2001 "'Rigid and Inclement': Origins of the Jamaica Slave Laws of the Seventeenth Century." In *The Many Legalities of Early America*. University of North Carolina Press

## Gary Gereffi

Professor, Department of Sociology; Director, Center on Globalization, Governance and Competitiveness  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Yale University, 1980

**Appointed/Tenure status:** 1980, Tenured

**Languages:** Spanish (5), French (2), Portuguese (2)

**Research/training specializations:** Competitive strategies of global firms, governance of global value chains, economic and social upgrading, emerging global knowledge economy.

**Overseas experience:** Brazil, Mexico

**Distinctions:** World Economic Forum, Global Advisory Council on Advanced Manufacturing, 2012-2014; Ewing Kauffman Foundation grant, "U.S. Competitiveness and Global Innovation," 2008-09; Consultant to: Environmental Defense Fund, Inter-American Development Bank, International Labor Organization, Pan American Health Organization, UN Economic Commission for Latin America and the Caribbean (ECLAC), US Agency for International Development (USAID), US Department of Labor, World Bank, and World Health Organization.

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Globalization and Development

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- 2014 *Brazilian Industry en Global Value Chains*. With Timothy Sturgeon, Andrew Guinn and Ezequiel Zylberberg. São Paulo, Brazil: Elsevier.
- 2014 "Global Value Chains in a Post-Washington Consensus World." *Review of International Political Economy* vol. 21, no. 1 (February) pp. 9-37.
- 2012 "Global Value Chains and Agrifoods Standards: Challenges and Possibilities for Smallholders in Developing Countries." With Joonkoo Lee and Janet Beauvais. *Proceedings of the National Academy of Sciences*. Vol. 109, no. 31 (July), pp. 12326-12331.
- 2012 "Why the World Suddenly Cares about Global Supply Chains." With Joonkoo Lee. *Journal of Supply Chain Management*, vol. 48 no. 3 (July), pp. 24-32.
- 2009 "The Impacts of Wal-Mart: The Rise and Consequences of the World's Dominant Retailer." With Michelle Christian. *Annual Review of Sociology*, vol. 35, pp. 573-591.

## Kenneth Glander

Professor, Department of Evolutionary Anthropology, Duke University

**Education:** Ph.D., University of Chicago, 1975

**Appointed/Tenure status:** 1975, Tenured

**Languages:** Spanish (2)

**Research/training specializations:** Primate/plant interactions, social structure, howling monkeys, manatee diets

**Overseas experience:** Belize, Brazil, Colombia, Costa Rica, Ecuador, Honduras, Panama, Trinidad, Venezuela

**Distinctions:** Board member, Lemur Conservation Foundation, Scientific Advisor, 2011-present; member, Editorial Board of the International Journal of Primatology; Member, Primate Specialist Group, IUCN; USAID/MIRA (Manejo Integrado de Recursos Ambientales)

**Dissertations and theses supervised in past 5 years:** 3

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- 2013 "Darting, anesthesia, and handling." *Primate Ecology and Conservation: A Handbook of Techniques*. Eds. Eleanor J. Sterling, Nora Bynum, and Mary E. Blair. Oxford University Press, pp 27-39.
- 2008 "Natal emigration by both sexes in the La Pacifica population of mantled howlers: when do some stay." With MR Clarke. *American Journal of Primatology*
- 2006 "Average body weight for mantled howling monkeys (*Alouatta palliata*): an assessment of average values and variability." In *New Perspectives In The Study Of Mesoamerican Primates*. Springer
- 2006 "Mechanical defenses in leaves eaten by Costa Rican *Alouatta palliata*." With M.F Teaford, P.W Lucas, P.S Ungar. *American Journal of Physical Anthropology*
- 2005 "Male tenure and reproductive success in a one-male vs. a multi-male group in free-ranging Howling Monkeys in Costa Rica." With MR Clarke. *Neotropical Primates*

### **Natalie J. Hartman**

Associate Director and FLAS Coordinator, Center for Latin American & Caribbean Studies;  
Member, Council on Latin American and Caribbean Studies;  
Member *ex officio*, UNC-Duke Consortium Executive Committee, Duke University

**Education:** M.A., Tulane University, 1986

**Appointed/Tenure status:** 1990; Tenure not applicable

**Languages:** Spanish (4), Portuguese (3), French (1)

**Performance-based language training:** Universidad Iberoamericana, Mexico City, Mexico, 1985; Universidad de Valladolid, Spain, 1981

**Administrative experience:** Associate Director, Center for Latin American & Caribbean Studies, Duke University, 1999-present; Program Coordinator, Center for Latin American & Caribbean Studies, Duke University, 1990-99; Member of program staff, Tinker Foundation Inc., 1986-90 and 1982-84

**Overseas experience:** Brazil, Mexico, Costa Rica

**Distinctions:** Member of Executive Committee, Consortium of Latin American Studies Programs (CLASP), 2013-2016; University-wide Coordinator of FLAS Fellowship competitions, 1990-present; Coordinator of University-wide Title VI planning group, 1990-present; Sigma Delta Pi (Spanish National Honor Society), 1980

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Co-group leader for Mexico 2000 trip for educators; member of Latin American Film Festival Committee; budget manager for annual Latin American Film Festival

#### **Recent presentations:**

- |        |  |
|--------|--|
| 2009   | "National Resource Center Consortia Applications," International Education Programs Services Technical Assistance Workshop, Washington, DC |
| Annual | Presentations on FLAS Fellowships at Funding Opportunities Workshop organized by Duke University Graduate School                           |
| Annual | Presentations at FLAS Fellowship Information and Orientation Sessions  |

### **Robert Healy**

Professor Emeritus of Environmental Sciences and Policy, Nicholas School of the Environment;  
Professor Emeritus of Public Policy Studies, Sanford School of Public Policy;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at Los Angeles, 1972

**Appointed/Tenure status:** 1986, Tenured

**Languages:** Spanish (3), Portuguese (2)

**Research/training specializations:** Land use policy, development policy, protected areas, tourism, Mexico, Canada

**Overseas experience:** Brazil, Costa Rica, Central America, Mexico

**Distinctions:** Phi Beta Kappa

**Dissertations and theses supervised in past 5 years:** 2

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

#### **Recent publications:**

- |      |  |
|------|--|
| 2005 | "The Aging of North America: A Proposed Migration and Development Strategy." <i>Estudios Demográficos y Económicos</i>   |
| 2004 | <i>Analytical Methods and Approaches for Water Resources Project Planning</i> . With Committee to Assess the U.S. Army Corps of Engineers Methods of Analysis and Peer Review for Water Resources Project Planning. National Academy of Sciences |
| 2002 | "Tracking the Snowbirds: Seasonal Migration from Canada to the U.S.A. and Mexico." With Kenneth Coates and William Morrison. <i>American Review of Canadian Studies</i>  |
| 1999 | "Tourism and Brazil's Atlantic Coastal Forest." In <i>Tourism in Critical Environments</i> . Cognizant   |
| 1995 | "Knowledge in the policy process: Incorporating new environmental information in natural resource policymaking." With William Ascher. <i>Policy Sciences</i>   |

### Michael Hensen

Assistant Director, Center on Globalization, Governance and Competitiveness;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.A., University of Wisconsin-Milwaukee, 1985

**Appointed/Tenure status:** 2007, Tenure not applicable

**Languages:** Spanish (4)

**Administrative experience prior to Duke:** International program administration, University of Wisconsin-Milwaukee; International business, including serving as Regional Manager for Latin America and Africa for a machinery division of a Fortune 500 manufacturer; Vice President and General Manager of a Florida-based multi-line, international distribution company

**Overseas experience:** Argentina, Chile, Colombia, Mexico, Venezuela

**Distinctions:** E-STAR award from Dept of Commerce for excellence in exporting

**Outreach:** Presentation on NAFTA and Current Mexico/US Politics for 2010 Mexico study tour pre-trip workshop

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

### Deborah Jakubs

Rita DiGiallonardo Holloway University Librarian and Vice Provost for Library Affairs, Duke University Libraries;  
Adjunct Associate Professor, Department of History;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Stanford University, 1983

**Appointed/Tenure status:** 1983, Tenure not applicable

**Languages:** Spanish (4), Portuguese (3), French (2), Italian (2), German (1)

**Administrative experience:** Director, Collections Services, Duke University Libraries, 1998-2005; Director, Southern Cone Initiative, Duke, 2002-04; Head, International and Area Studies Department, Perkins Library, Duke, 1990-98; Ibero-American Bibliographer, Duke, 1986-98; Co-Director, UNC-Duke Consortium in Latin American Studies, 1995-2002; Chair, Council on Latin American Studies, Duke, 1991-95

**Research/training specializations:** Social history, 19<sup>th</sup> and 20<sup>th</sup> centuries, Southern Cone, immigration, tango

**Overseas experience:** Argentina, Brazil, Chile, Colombia, Peru, Uruguay

**Distinctions:** President-elect of the Association of Research Libraries; founding member of the steering committee of the Program for Latin American Libraries and Archives; Universidad Católica de Chile, Consultant on Library Collections, Services, Facilities and Organization, 2007; Director, AAU/ARL Global Resources Program, 1997-2002

**Percentage of time devoted to Latin American/Caribbean studies:** < 25%

**Recent publications:**

- |      |   |
|------|---|
| 2011 | "The Earthquakes in Chile: A Visit on Day 100." <i>Duke Magazine</i> . January 2011.  |
| 2009 | "The Global Resources Program: History and Impact." <i>Portal: Libraries and the Academy</i> . Vol. 9, 3, pp. 327-332.  |
| 2008 | "Out of the Gray Times: Leading Libraries into the Digital Future." <i>Journal of Library Administration</i>  |
| 2003 | "Library and Information Resources for International Education." With D. Hazen. Proceedings of Duke conference on Global Challenges and US Higher Education: National Needs and Policy Implications |

### Deborah Jenson

Professor of Romance Studies and Global Health, Department of Romance Studies;  
Director, Center for Latin American & Caribbean Studies (July 2012 – June 2014)  
Member, Council on Latin American and Caribbean Studies  
and UNC-Duke Consortium Executive Committee, Duke University

**Education:** Ph.D., Harvard University, 1994

**Appointed/Tenure status:** 2008, Tenured

**Languages:** French (4), Haitian Kreyol (3)

**Performance-based language training:** Haitian Creole pedagogy workshop with Ben Hebblethwaite of U of Florida, 2009

**Research/training specializations:** French and Creole Caribbean literature and culture, 19th century French studies and Romanticism, Haitian Revolutionary studies; African and Caribbean Diaspora studies

**Overseas experience:** France, Haiti

**Distinctions:** Co-Director, Haiti Humanities Lab, 2011-2014 (funded by Mellon Foundation grant to Franklin Humanities Institute); Duke Center for Instructional Technology Materials Development Grant, 2008

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** The Caribbean at Duke: Archival Exploration; Decolonial Aesthetics

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Presentation at K-16 Teacher Workshop on Haiti, 2013; Collaboration with students and teacher at Baltimore Friends School on Web site on Haitian Fugitive Slaves; Organized Paul Farmer event, targeted to Duke undergraduates and Triangle high school students.

**Recent publications:**

- 2014        *Poetry of the Haitian Independence*. With D. Kadish. Yale University Press.
- 2011        *Beyond the Slave Narrative: Sex, Politics, and Manuscripts in the Haitian Revolution*. Liverpool University Press and the University of Chicago Press
- 2011        *Unconscious Dominions: Psychoanalysis, Trauma, and Sovereignty*. Co-edited with W. Anderson and R.E. Keller. Duke University Press
- 2011        "Cholera in Haiti and Other Caribbean Regions, 19th Century" With V. Szabo and the Haiti Lab Student Research Team. *Emerging Infectious Diseases* 17.11 Centers for Disease Control. November 2011.
- 2011        "Kidnapped narratives: Mobility without Autonomy and the Nation/Novel Analogy." In *A Companion to Comparative Literature*. Eds. Ali Behdad and Dominic Thomas. Blackwell Press

### Amanda Toler Kelso

Executive Director, Global Education Office for Undergraduates (formerly Office of Study Abroad)  
and Assistant Vice Provost for Undergraduate Education, Duke University

**Education:** Ed.D, North Carolina State University

**Appointed/Tenure status:** 1997, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Study abroad program administration

**Overseas experience:** Bolivia, Brazil, Costa Rica, Cuba, Ecuador, Spain

**Distinctions:** Member NAFSA (Association for International Educators), member SECUSSA, member NCAIE

**Percentage of time devoted to Latin American/Caribbean studies:** <25%

**Sebastian Kielmanovich**  
Lecturing Fellow, Law School, Duke University

**Education:** J.D., University of Buenos Aires School of Law, 1999; J.D, Duke Law School, 2004

**Appointed:** 2008; Tenure not applicable

**Languages:** Spanish (5), English (4), Portuguese (3)

**Administrative experience:** Staff attorney for Legal Aid of North Carolina; assistant district attorney in the 5th and 10th judicial district of North Carolina; practicing attorney in Argentina; assistant professor of business associations in the University of Buenos Aires.

**Overseas experience:** Argentina

**Distinctions:** Assistant U.S. Attorney in the Criminal Division for the Eastern District of North Carolina; member of the Bar in Buenos Aires, North Carolina, New York and the District of Columbia

**Relevant courses taught:** Latin American Business Law; Spanish for Legal Studies

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- |      |   |
|------|---|
| 2007 | "History of the Law." <i>La Prensa de las Carolinas</i>                                       |
| 2007 | "The New Driving While Impaired Statute in North Carolina." <i>La Prensa de las Carolinas</i> |
| 2006 | "A Family Story." <i>La Prensa de las Carolinas</i>   |
| 2006 | "Gangs in North Carolina." <i>La Prensa de las Carolinas</i>                                  |

**Robin Kirk**

Lecturer, Department of Cultural Anthropology  
Faculty Co-Director, Human Rights Center at the Franklin Humanities Institute;  
Director of Undergraduate Studies, International Comparative Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** MFA, Vermont College of Fine Arts, 2014

**Appointed/Tenure status:** 2007, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Human rights, drugs, South America, US policy

**Overseas experience:** Argentina, Bolivia, Brazil, Colombia, Cuba, Dominican Republic, Ecuador, Mexico, Panama, Paraguay, Peru

**Distinctions:** Co-Editor, Duke University Press's "Latin America Reader" series, 2007-present; Mary Ingraham Bunting Fellowship at Radcliffe College, 1995-96; Bay Area Media Alliance Meritorious Achievement Award, 1992, Senior Researcher covering Colombia and Peru, Human Rights Watch, 1992-2004; Associate Editor, Pacific News Service, 1987-92

**Relevant courses taught:** Human Rights in Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Expert who has testified before US Congress regarding human rights and expert witness in Andean asylum cases

**Recent publications:**

- |         |  |
|---------|--|
| 2013    | "The Quiet Company." <i>Tomorrow New South Wales</i> . Ed. Karen Henderson. Australia: Kayelle Press   |
| 2011    | "The Body in Pain: What do people of faith have to say about torture?" <i>Sojourners</i> . (June)  |
| 2009    | "Human Rights and Conflict Resolution in Context: Colombia, Sierra Leone, and Northern Ireland." <i>Syracuse Studies on Peace and Conflict Resolution</i> . Ed. Eileen F. Babbitt and Ellen Lutz. Syracuse University Press. (May)   |
| Ongoing | Co-editor of <i>The Latin America Readers</i> series. Duke University Press  |
| Ongoing | Numerous articles on Latin America, human rights, international humanitarian law, drug policy, the environment, and women in newspapers and journals such as <i>Los Angeles Times</i> , <i>Washington Post</i> , <i>The Nation</i> , the <i>Columbia Journalism Review</i> and the <i>Raleigh News and Observer</i> . Has also appeared on the CBS Evening News, Sixty Minutes, All Things Considered, Bill Moyers' Now, and many other national Media |

## Pedro Lasch

Associate Research Professor, Department of Art, Art History, and Visual Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** MFA, University of London, U.K., 2010

**Appointed/Tenure status:** 2002, Tenure not applicable

**Languages:** German (5), Spanish (5), French (2)

**Research/training specializations:** Multimedia art, visual culture studies, political art, installation art, performance, immigration studies, Latin American/Caribbean studies

**Overseas experience:** Mexico, Peru, Spain

**Distinctions:** National Artist Research Fellowship, Provisions Research Center for Art & Social Justice, George Mason University, Washington, DC, 2013-2014 Tiffany Award Nomination, 2009; Joan Mitchell Painters & Sculptors Award, 2007; Leaders of the Present Award, Asociación Tepeyac, 2006; Received grants in support of "Open Routines" exhibit at Queens Museum of Art, NY from Lily Auchincloss Foundation, Greenwall Foundation, and Jerome Foundation

**Outreach:** Board Member, North Carolina Arts Council

**Percentage of time devoted to Latin American/Caribbean studies:** 25 -49%

**Recent publications/exhibitions:**

- 2013 *Latino/a America*, exhibit at Nasher Museum, Duke University, July 20 – December 1, 2013.
- 2010 *Red Conceptualismos del Sur / Memorias Disruptivas: Tácticas para entrar y salir de los Bicentenarios de América Latina y el Caribe*. Nov. 30-Dec. 1, 2010. Museo Reina Sofia, Madrid, Spain.
- 2010 *Estéticas Decoloniales*. Nov. 9-Dec. 15; 2010. Museum of Modern Art (MAMBO), Bogotá, Col.
- 2010 *Revolution and Diaspora: Work by Ana Noble & Pedro Lasch*. Oct. 28-Nov. 19, 2010. Stephen Lawrence Gallery, London, UK.
- 2010 *Black Mirror/Espejo Negro*. With S. Aravamudan, J. Gonzalez, A. Maillet, W. Mignolo, P. Sigal. Duke University Press

## Sean Mannion

Managing Editor, Hispanic American Historical Review, Department of History, Duke University

**Education:** Ph.D., University of Notre Dame, 2011

**Appointed/Tenure status:** 2012, Tenure not applicable

**Languages:** Modern Irish (4)

**Research/training specializations:** English modernism, Irish modernism, technology's impact on literary innovation, the city in literature, post-colonial theory

**Administrative/editorial experience:** Editorial Assistant, *Field Day Review*, 2008-2009; Managing Editor, *Religion & Literature*, 2007-2008.

**Overseas experience:** Ireland

**Distinctions:** Josephine de Karmán Fellowship; Notebaert Professional Development Award; Mitchell Award in Scholarly Writing; Phi Beta Kappa

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Recent publications:**

- 2009 "Modernism at the Movies." *Field Day Review* 5.

### J. Lorand Matory

Lawrence Richardson Professor of Cultural Anthropology and Director, Center for African and African American Research;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Chicago, 1991

**Appointed/Tenure status:** 2009, Tenured

**Languages:** French (3), Portuguese (4), Spanish (3), Yoruba (2)

**Research/training specializations:** African Diaspora (particularly Afro-Brazilian) religions

**Overseas experience:** Brazil, Jamaica, Puerto Rico, Trinidad

**Distinctions:** Humboldt Prize, 2013; Distinguished Africanist Award, American Anthropological Assoc., 2010; Outstanding Africana Service Award, African-New World Studies/FIU; NEH Fellowship for University Teachers for research and writing on Afro-Brazilian religion and politics; SSRC Grant for research in Brazil

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Cultures of the African Diaspora

**Outreach:** Presentation for Duke-Durham School Days (mini-immersion program for 8<sup>th</sup> graders to encourage them to attend college), 2009

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- Forthcoming      *Stigma and Culture: Global Migrations and the Crisis of Identity in Black America*. University of Chicago Press.
- 2014      *Religión Afro-Atlántica: Tradición, Transnacionalismo y Matriarcado en el Candomblé Brasileño*. Santiago de Cuba, Cuba: Editorial Oriente/Casa del Caribe.
- 2009      "The Many Who Dance in Me: Afro-Atlantic Ontology and the Problem with 'Transnationalism.'" Ed. Thomas Csordas. In *Transnational Transcendence*. pp. 231-262.
- 2008      "Feminismo, Nacionalismo e a Luta pelo Significado do Adé no Candomblé: Ou, Como Édison Carneiro e Ruth Landes Invertiram a História." *Revista de Antropologia*
- 2008      "Free to be a Slave: Slavery as a Metaphor in the Afro-Atlantic Religions." In *Africas of the Americas: Beyond the Search for Origins in the Study of Afro-Atlantic Religions*. Brill

### Gilbert Merkkx

Professor of the Practice, Department of Sociology; Director, Office of Area Studies and International Studies;  
Director, Center for International Studies; Member, Council on Latin American and Caribbean Studies  
and UNC-Duke Consortium Executive Committee, Duke University

**Education:** Ph.D., Yale University, 1968

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (5), Portuguese (3)

**Research/training specializations:** Comparative and Latin American political sociology; sociology of public policy

**Overseas experience:** Argentina, Chile, Mexico, Peru, Venezuela

**Distinctions:** Governing Board, Institute for Advanced Study of the Americas, Organization of American States, 2004-present; Director, Center for Latin American and Caribbean Studies, Duke University, 2006-08; Board of Directors, Scholars at Risk Network; Treasurer, Association of International Education Administrators; Editor, *Latin American Research Review*, 1982-2002; Co-Chair, Council of Title VI National Resource Center Directors (CNRC), 1990-present; Director, Latin American and Iberian Institute, University of New Mexico, 1980-2001

**Dissertations and theses supervised in past 5 years:** 1

**Percentage of time devoted to Latin American/Caribbean studies:** < 25%

**Recent publications:**

- 2009      "Flow Systems, Catastrophes, and Public Policy." In *Constructal Human Dynamics, Security, and Sustainability*. IOS Press
- 2009      "Jews in Latin America." In *Encyclopedia of the Jewish Diaspora*. ABC Clio
- 2009      "Jewish Studies as a Subject of Latin American Studies." In *Encyclopedia of the Jewish Diaspora*. ABC Clio
- 2002      "The Latin American Research Review and the Evolution of Research on Latin America in the United States." In *Política Criminal, Derechos Humanos, y Sistemas Jurídicos en el Siglo XXI*. ILANUD



## Lisa Merschel

Lecturer and Assistant Director, Spanish Language Program, Department of Romance Studies, Duke University

**Education:** Ph.D., University of North Carolina, 2003

**Appointed/Tenure status:** 2002, Tenure not applicable

**Languages:** Spanish (4), French (2)

**Research/training specializations:** Task-based language teaching, learning and assessment; foreign language technologies; service learning; medieval and renaissance travel writings; Chilean writer María Flora Yáñez

**Performance-based language pedagogy training:** ACTFL conference 2008

**Overseas experience:** Chile, Mexico

**Distinctions:** Dean's Leadership Award, 2014; Duke Digital Initiative iPod Grant for Language Program Instructors (from Center for Instructional Technology), 2004-06; Member of Instructional Technology Working Group, 2005-06

**Relevant courses taught:** Intermediate Spanish, Advanced Intermediate Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** LEAP Instructor (teaches Spanish to Durham elementary school teachers); Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

### Recent publications:

- 2012 "Life Amidst the Ashes: Irene's Search for Meaning and Connection in María Flora Yáñez's 'Las cenizas'." In *The Woman in Latin American and Spanish Literature: Essays on Iconic Characters*. Eds. Eva Bueno and María Claudia André. McFarland.
- 2009 "Jofré de Loaysa." In *Encyclopedia of the Medieval Chronicle*. Brill
- 2009 "Yáñez, Flora." In *Latin American Writers: An Encyclopedia*. Routledge
- 2008 "The Death of the Conde de Niebla as told by Pero Tafur." *Memento mori. Ecrire e représenter la mort au Moyen Age*. Pécia

## Walter D. Mignolo

William H. Wannamaker Professor of Spanish and Latin American Studies, Department of Romance Studies; Professor of Literature and Cultural Anthropology; Director, Center for Global Studies and the Humanities; Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Ecoles des Hautes Etudes en Sciences Sociales, France, 1973

**Appointed/Tenure status:** 1993, Tenured

**Languages:** Spanish (5), French (4), Italian (3), Portuguese (3), Latin (2), Nahuatl (2)

**Research/training specializations:** Coloniality and subaltern epistemologies; border thinking and the colonial difference; modern/world colonial system; globalization, philosophy and the social sciences; developing world; decolonial aesthetics

**Overseas experience:** Argentina, Bolivia, Brazil, Colombia, Ecuador, Spain, Venezuela

**Distinctions:** *Professor Honorario* Distinction for Professional Achievements, Universidad de la Frontera, Temuco, Chile, 2012; International Advisory Board Member, Advanced Institute for Cross-disciplinary Studies, City University of Hong Kong, 2011-2014; 2006 Frantz Fanon Prize, Caribbean Philosophical Association

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Mayas, Aztecs and Incas; Hispanic and Latino/a Challenges; (De)Coloniality and Geo-politics of Knowledges; Knowing (What) To Do; Decolonial Aesthetics/Global View

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### Recent publications:

- 2012 *Learning to Unlearn: Decolonial Reflections from Eurasia and the Americas*. With Madina Tlostanova. Ohio University Press: Columbus, Ohio.
- 2012 *Local Histories/Global Designs: Coloniality, Subaltern Knowledges and Border Thinking*. 2nd Edition. (With new preface by the author.) Princeton University Press.
- 2011 *El vuelco de la razón: diferencia colonial y pensamiento fronterizo*. Ediciones del Signo, Buenos Aires and Center for Global Studies and the Humanities, Duke University.
- 2011 *De la hermenéutica y la semiosis colonial al pensar descolonial*. Abya Yala y Universidad Politecnica Salesiana. Quito, Ecuador.
- 2011 *The Darker Side of Western Modernity: Global Futures, Decolonial Options, Latin America Otherwise*. Duke University Press.

### Claudia Milián

Associate Professor of Spanish, Latin American Studies, and African and African American Studies,  
Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Brown University, 2001

**Appointed/Tenure status:** 2006, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Central American literature, critical race studies in the Americas, approaches to *mestizaje* and creolization, transnational identities and cultural representations in new world postcolonial studies

**Overseas experience:** El Salvador

**Distinctions:** Advisory Board Member of the University of Georgia Press' *The New Southern Studies Series*; Associate Editor at *Cultural Dynamics*; Donald C. Gallup Fellowship in American Literature from Beinecke Rare Book and Manuscript Library at Yale University, 2007-08

**Relevant courses taught:** Latina/o and Latin American Popular Culture; Theories of the Global South

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- Forthcoming "Reconceptualizing Mestizaje through Afro-Latinidad." *The Cambridge Companion to Latina/o Literature*. Ed. John Morán González. Cambridge University Press.
- 2013 *Latining America: Black-Brown Passages and the Coloring of Latino/a Studies*. University of Georgia Press
- 2011 "Central American-Americanness, Latino/a Studies, and the Global South." *The Global South* 5(1). Indiana University Press. pp. 137-152.
- 2007 "Locating the Ephemeral South in the Latin Americanization of LASA." *LASA Forum* 38(4), pp. 23-25.
- 2006 "Playing with the Dark: Africana and Latino Literary Imaginations." In *A Companion to African-American Studies*. Eds. Lewis R. Gordon and Jane Anna Gordon. Blackwell Publishing. pp. 543-568.

### Diane M. Nelson

Professor of Cultural Anthropology, Latin American and Caribbean Studies, and Women's Studies,  
Department of Cultural Anthropology; Member, Council on Latin American and Caribbean Studies  
and Consortium Editorial Committee, Duke University

**Education:** Ph.D., Stanford University, 1996

**Appointed/Tenure status:** 2001, Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Ethnic national identities, critical theory, gender, popular culture, power and subject formation, Guatemala/Mesoamerica

**Overseas experience:** Brazil, Guatemala

**Distinctions:** Bass Fellow and Eads Family Professor of Cultural Anthropology, 2011; Duke's Trinity College Distinguished Teaching Award, 2009; Director, Latin American Cultural Studies program, 2003-09; Board member, Guatemala Scholars Network, 2003-present; Fellow, Franklin Humanities Institute Seminar for Interdisciplinary Studies, 2004-05; Wenner Gren Fellowship, 2004

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** The American Borderlands; Anthropology and the State

**Percentage of time devoted to Latin American studies:** 50-100%

**Recent publications:**

- 2013 "Yes to Life = No to Mining: Counting as Biotechnology in Life (Ltd) Guatemala," *The Scholar & Feminist Online*, Summer 2013
- 2012 "Banal, Familiar and Enrapturing: Financial Enchantment after Guatemala's Genocide." *Women's Studies Quarterly*, December, 40 (3-4).
- 2012 "Pirates, Robbers and Mayan Shamans: The Terrible and Fine Allure of the Spirits of Capital." *Science Fiction Studies*, 39(118).
- 2010 *Revisiting Guatemala's Harvest of Violence*. With Carlota McAllister. Duke University Press
- 2009 *Reckoning: The Ends of War in Guatemala*. Duke University Press

## Jocelyn Olcott

Associate Professor, Department of History; Senior Editor, *Hispanic American Historical Review*  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Yale University, 2000

**Appointed/Tenure status:** 2002, Tenured

**Languages:** Spanish (4), French (2), Portuguese, (1)

**Research/training specializations:** Feminist history of modern Mexico; labor, political, and conceptual history of motherhood in twentieth-century Mexico

**Overseas Experience:** Mexico, Spain

**Distinctions:** National Humanities Center Fellowship, 2013-14; Top Young Historian, History News Network, 2007

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Latin American History Graduate Topics: Europe's Colonial Encounter 1492-1992

**Outreach:** Television interview on Democracy Now! Regarding election of Argentina's President Cristina Fernández de Kirchner, 2007; presentation on Mexico/US relations for K-12 teachers at WorldView workshop on Latin America and NC

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2013 "Transnational Feminism: Event, Temporality, and Performance at the 1975 International Women's Year Conference." *Cultures in Motion*. Ed. Daniel T. Rodgers. Princeton University Press,
- 2012 "Empires of Information: Media Strategies for 1975 International Women's Year." *Journal of Women's History* 24.4
- 2011 "The Battle within the Home: Development Strategies and the Commodification of Caring Labors at the 1975 International Women's Year Conference." *Workers Across the Americas: The Transnational Turn in Labor History*. Ed. Leon Fink, et al. Oxford University Press.
- 2010 "The Politics of Opportunity: Mexican Populism under Lázaro Cárdenas and Luis Echeverría." In *Gender and Populism in Latin America: Passionate Politics*. Ed. Karen Kampwirth Pennsylvania State University Press.
- 2005 *Revolutionary Women in Postrevolutionary Mexico*. Duke University Press

## Michael K. Orbach

Emeritus Professor of the Practice of Marine Policy, Nicholas School of the Environment, Duke University

**Education:** PhD, University of California, San Diego, 1975

**Appointed:** 1993; Tenure not applicable

**Languages:** Spanish (2)

**Research/training specializations:** Coastal and marine policy in the U.S., Central America, the Caribbean, Alaska and the Pacific

**Overseas experience:** Mexico, Belize, Brazil, Caribbean, Germany, France, Singapore, Fiji

**Administrative experience:** Director of Duke Marine Lab, 1993-2003; director of the Coastal Environmental Management Program; cultural anthropologist with the National Oceanic and Atmospheric Administration; member of the board of directors, The Ocean Conservancy, 2006-present; editorial review board, *Coastal Management Journal*, 1980-present

**Distinctions:** Governor appointment to the NC Marine Fisheries Commission; chairman of the NC Ocean Affairs Council; member, National Research Council Committee of the National Sea Grant College Program

**Relevant courses taught:** Marine Policy; Conservation Biology and Policy

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- 2013 "Marine spatial planning and oil spill risk analysis: Finding common grounds" *Marine Pollution Bulletin*, with Santos, C.F.; Michel, J.; Neves, M.; Janeiro, J.; and Andrade, F. 74:73-81.
- 2012 "The European Marine Strategy: Contribution and challenges from a Portuguese perspective." With Santos, CF; Teixeira, ZG; Janeiro, J; Gonçalves, RS; Bjorkland, R. *Marine Policy*, 36:963-968.
- 2011 "Introduction to Ecosystem Social Science and Planning." With Simonds, K; Dalzell, P; Murawski, S; Pooley, S; and Hanna, S. *Ecosystem-Based Fisheries Management in the Western Pacific*. 213-226.
- 2009 "Sea-level rise research and dialogue in North Carolina: Creating windows for policy change" With Poulter, B; Feldman, RL; Brinson, MM; Horton, BP; Pearsall, SH; Reyes, E; Riggs, SR; and Whitehead, JC. *Ocean and Coastal Management*. 52:147-153.

## William Pan

Assistant Professor of Global Environmental Health, Nicholas School of the Environment and Duke Global Health Institute  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, University of North Carolina-Chapel Hill, 2003

**Appointed:** 2011; Tenure-eligible

**Languages:** Spanish (3)

**Overseas experience:** Brazil, Ecuador, Peru, Kenya, Nepal, Bangladesh

**Relevant courses taught:** Connections in Global Health: Interdisciplinary Team Projects (Research in Peru); Population and Environmental Dynamics Influencing Health

**Distinctions:** James E. Grizzle Distinguished Alumni Award, UNC, 2012

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### Recent Publications:

- 2013 "Association of vaccine-related attitudes and beliefs between parents and health care providers." With Mergler, MJ; Omer, SB; Navar-Boggan, AM; Orenstein, W; Marcuse, EK; Taylor, J; deHart, MP; Carter, TC; Damico, A; Halsey, N; and Salmon, DA. *Vaccine*
- 2012 "Comparative effects of vivax malaria, fever, and diarrhea on child growth." *International Journal of Epidemiology*
- 2012 "People, Land, and Context: Multilevel Determinants of Off-farm Employment in the Ecuadorian Amazon." With A. Barbieri. *Population, Space and Place*
- 2011 "Outcomes of Multi-drug Resistant Tuberculosis (MDR-TB) Among a Cohort of South African Patients with High HIV Prevalence." With Farley, J., M. Ram, SM Waldman, GH Cassell, RE Chaisson, K Weyer, J. Lancaster, and M. Van der Walt. *Population, Space and Place*
- 2011 "Epilepsy and Neurocysticercosis: an Incidence Study in a Peruvian Rural Population." With Villaran, M., SM Montano, G Gonzalvez, LM Moyano, JC Chero, S Rodriguez, AE Gonzalez, VCW Tsang, RH Gilman and H. Garcia. *PLOS ONE*

## Liliana Paredes

Associate Professor of the Practice and Director, Spanish Language Program, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Southern California, 1996

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Spanish (5)

**Performance-based language pedagogy training:** ACTFL conference 2009; International Task-Based Language Learning and Teaching conferences, 2005, 2007 and 2013.

**Research/training specializations:** Sociolinguistics, minority languages, bilingualism, second language acquisition, narrative discourse strategies by bilingual children, the study of development of discourse strategies in the L2 classroom

**Overseas experience:** Peru, Spain

**Distinctions:** Dean's Leadership Award, 2014; Duke Immerse Summer Course Award, 2014

**Relevant courses taught:** Theories and Techniques of Teaching Foreign Language; FOCUS Topics in Spanish and Latin American Literature and Culture: Cognition, Identity, Linguistics, Human Rights, Intermediate Spanish; Advanced Spanish Writing; Spanish Linguistics

Advanced Intermediate Spanish; Spanish for Health Professionals

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### Recent publications:

- 2013 "Adquisición de segundas lenguas y pedagogías innovadoras." *Atic Revista d'innovació Educativa*, Universitat de Valencia. Monográfico 10. Web.
- 2012 Editor, *The Acquisition of Second Languages and Innovative Pedagogies*.
- 2010 "Todos tienen un acento menos yo." In *Mitos de la lengua*. Eds. Maria Montes de Oca and Luis Navarro. Pitágoras 736/Colonia del Valle/Mexico. pp. 224.
- 2010 "The Discourse of Podcast in Spanish." With J. Clifford. In *Electronic Discourse for Language Learning and Teaching*. John Benjamins Publishing Co.
- 2008 "Language Contact and Change: Direct Object *Leísmo* in Andean-Spanish." With M. L. Valdez. In *Selected Proceedings of the 4th Workshop on Spanish Sociolinguistics*. Cascadilla Proceedings Project

## Alexander Pfaff

Professor of Public Policy, Economics and Environment, Sanford School of Public Policy Studies  
Director of Graduate Studies, University PhD Program in Environmental Policy  
Member, Council on Latin American and Caribbean Studies  
and UNC-Duke Consortium Executive Committee, Duke University

**Education:** Ph.D., Massachusetts Institute of Technology, 1995

**Appointed/Tenure status:** 2007, Tenured

**Languages:** Portuguese (3), French (3)

**Research/training specializations:** Environment and natural resource economics focused on developing countries, land use and deforestation, water and climate;

**Overseas experience:** Brazil, Costa Rica, Mexico, Peru

**Distinctions:** Numerous grants received from National Science Foundation, NOAA, NASA, Tinker Foundation

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Economic Evaluation of Sustainable Development; Political Economy of Public Policy; Ethics of Public Policy, Collective Action, Environment and Development

**Percentage of time devoted to Latin America/Caribbean studies:** 50-100%

**Recent publications:**

- 2014 "Governance, Location and Avoided Deforestation from Protected Areas: Greater Restrictions Can Have Lower Impact, Due to Difference in Location. With J. Robalino, E. Lima, C. Sandoval, L.D. Herrera. *World Development*. 55:7-20.
- 2013 "Ecopayments and deforestation in Costa Rica: A nationwide analysis of PSA's initial years." With J. Robalino. *Land Economics: a quarterly journal devoted to the study of economic and social institutions*. 89:432-448.
- 2013 "Unequal Information, Unequal Allocation: Bargaining field experiments in NE Brazil." With M.A. Vélez, R. Taddei, K. Broad. *Environmental Science and Policy*. 26: 90-101.
- 2012 "Contagious development: Neighbor interactions in deforestation." With J.A. Robalino. *Journal of Development Economics*. 97:427-436.
- 2012 "Efficiency and equity in negotiated resource transfers: Contributions and limitations of trust with limited contracts." With M.A. Vélez. *Ecological Economics*. 74: 55-63.

## Jacques Pierre

Visiting Lecturer of Haitian Creole and French, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.A., Translation Studies, Kent State University

**Appointed/Tenure status:** 2001, Tenure not applicable

**Languages:** Haitian Creole (5), French (5)

**Performance-based language pedagogy training:** Haitian Creole Pedagogy Workshop at Florida International University, 2013; Visiting Lecturer, Haitian Creole and Culture, Florida International University; Haitian Summer Institute, Florida International University

**Research/training specializations:** The basilectal vs the acrolectal forms of Haitian Creole in Haitian Movies; the coexistence of French and Haitian Creole in Haitian movies; and Literary Translation in the context of a Less Translated Language.

**Overseas experience:** Haiti

**Relevant courses taught:** Elementary Creole I, Elementary Creole II, Intermediate Creole, Advanced Creole

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Recent publications/lectures:**

- 2014 Haitian Declaration of Independence. Translation from French into Haitian Creole. Reading, Duke University, January 2014.
- 2013 International Creole Day. Event organizer and presenter, Duke University, October 2013.
- 2011 "Challenges Facing Translators When Translating into Haitian Creole" Lecture, Duke University, March 23, 2011.
- 2010 "Haitian Creole: What Role Should it Play in the Rebuilding of Haiti?" Lecture, Duke University, March 24, 2010.

## Stuart Pimm

Doris Duke Professor of Conservation Ecology, Nicholas School of the Environment;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., New Mexico State University, 1974

**Appointed/Tenure status:** 2002, Tenured

**Languages:** Spanish (1)

**Research/training specializations:** Species extinctions and prevention, loss of tropical forests and the consequences to biodiversity, conservation biology.

**Overseas experience:** Brazil, Cuba, Mexico, Panama

**Distinctions:** Member, National Geographic Society Committee on Research and Exploration; Member, IUCN Species Survival Commission; Tyler Environmental Prize, 2010; Sigma Xi The Scientific Research Society's William Proctor Prize for Scientific Achievement, 2007; Institute of Scientific Information, Highly Cited Researcher, 2002-present. Numerous grants received from NASA, National Park Service, and US Fish and Wildlife Service

**Dissertations and theses supervised in past 5 years:** 8

**Relevant courses taught:** Conservation Biology: Theory and Practice;

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Congressional testimony/policy activities, including Senate Environment and Public Works, staff and senators' staffers, on Endangered Species Act, 2006; House briefings on Deforestation, and biodiversity 1999, 2002. More than 100 broadcast interviews, including NPR, WGBH, PBS, BBC, NBC News; print media coverage in NY Times, LA Times, National Geographic, Al Jazeera, The Washington Post, Newsweek, etc.

### Recent publications:

- 2013 "Conservation: forest fragments, facts, and fallacies." With T. Brooks. *Current Biology*. 23:R1098-R1101.
- 2013 "Achieving the Convention on Biological Diversity's Goals for Plant Conservation." With L.N. Joppa, P. Visconti, and C.N. Jenkins. *Science*. 341:1100-1103.
- 2013 "Global patterns of terrestrial vertebrate diversity and conservation." With C.N. Jenkins and L.N. Joppa. *Proceedings of the National Academy of Sciences of USA*. 110:E2602-E2610.
- 2013 "Estimating extinction risk with metapopulation models of large-scale fragmentation." With J.K. Schnell, G.M. Harris, G.J. Russell. *Conservation Biology*. 27:520-530.
- 2012 "Biodiversity: not just lots of fish in the sea." *Current Biology*. 22:R996-R997.

## Phyllis Pomerantz

Professor of the Practice of Public Policy Studies, Duke Center for International Development,  
Sanford School of Public Policy, Duke University

**Education:** PhD, Tufts University, 1978

**Appointed:** 2011; Tenure not applicable

**Languages:** English (5), Spanish (4), Portuguese (4)

**Research/training specializations:** International Relations, governance, aid effectiveness, global public goods and programs

**Overseas experience:** Brazil, Caribbean, Peru, Zambia, Mozambique

**Relevant courses taught:** Governance and Development; Poverty Reduction and the International Financial Institutions; Politics of International Aid in Low-Income Countries; Leadership and Development

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

### Recent Publications:

- 2013 "Now's the time to lift the U.S. embargo on Cuba." *The Globe and Mail, Toronto*.
- 2011 "Development Theory." (chapter) *The Sage Handbook of Governance*. SAGE. 160-178.
- 2005 "A Little Luck and a Lot of Trust: Aid Relationships and Reform in Southern Africa." (chapter) *At the Frontlines of Development: Reflections from the World Bank*. World Bank.
- 2004 *Aid Effectiveness in Africa: Developing Trust Between Donors and Governments*. Lexington Books.

### **Jennifer Prather**

Staff Assistant, Center for Latin American and Caribbean Studies,  
Office of Area Studies and International Studies, and Dance Program,  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** B.A, Kansas State University, 1994

**Appointed:** 2001, Tenure not applicable

**Languages:** English (5), French (2), Spanish (2)

**Research/training specializations:** Publicity and marketing; graphic design

**Administrative experience:** Assistant to Professor Ariel Dorfman, 2001-2012; Publicity/Marketing Coordinator (half-time) for the Duke Dance Program, 2012-present; Staff Assistant for the Duke Office of Area Studies and International Studies (half-time), 2012-2013; Staff Assistant for the Duke Center for Latin American and Caribbean Studies (half-time), 2013-present.

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

### **Marcia Rego**

Assistant Professor of the Practice and Director of Faculty Development & Assessment, Thompson Writing Program;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, University of California, San Diego, 2001

**Appointed/Tenure status:** 2011; Tenure not applicable

**Languages:** Portuguese (5)

**Research/training specializations:** Language and Nationalism, Lusophone Africa, Portuguese Colonialism, Ethnographic Writing, Anthropology of Body, Intercultural Contact

**Distinctions:** Duke University Award for Excellence in Teaching Writing, 2009; University Writing Program Research Grant, 2006.

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

#### **Recent publications:**

2011 "The Naked Ethnographer." *Anthropology Now* vol.3.

2008 Chapter in book: *Cape Verdean Tongues: Speaking of Nation at Home and Abroad*.

## Karen Remmer

Professor, Department of Political Science;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Chicago, 1974

**Appointed/Tenure status:** 2001, Tenured

**Languages:** Spanish (4), French (2), Italian (2)

**Research/training specializations:** Latin America, democratization, economic development, military governance

**Overseas experience:** Argentina, Chile, Mexico

**Distinctions:** Dean's Award for Excellence in Mentoring, Duke Graduate School, 2009; Secretary-Treasurer, Comparative Politics Section, American Political Science Association, 2004 – 07; Chair, Nominating Committee, American Political Science Association, 2004-06; Member, Editorial Boards, *World Politics*, *International Interactions*, *Journal of Politics*, *American Journal of Political Science*, *Political Research Quarterly*, *International Studies Quarterly*

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Comparative Democratic Development; Political Economy of Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2012 "The Rise of Leftist-Populist Governance in Latin America." *Comparative Political Studies* 45:947-972.  
2010 "The Impact of Political Scale on Turnout." *Comparative Political Studies*.  
2006 "Why Do Small States have Big Governments?" *European Political Science Review*.  
2008 "The Politics of Institutional Change: Electoral Reform in Latin America, 1978-2002." *Party Politics*  
2007 "The Political Economy of Patronage Expenditure Patterns in the Argentine Provinces, 1983-2003." *Journal of Politics*

## Miguel Rojas-Sotelo

Director, NC Latin American Film Festival, and Special Events Coordinator, Center for Latin American and Caribbean Studies; Member, Council on Latin American and Caribbean Studies and Member *ex officio*, UNC-Duke Consortium Executive Committee, Duke University

**Education:** Ph.D., University of Pittsburgh, 2009

**Appointed/Tenure status:** 2008, Tenure not applicable

**Languages:** Spanish (5)

**Administrative experience prior to Duke:** Visual Arts Director, Colombian Ministry of Culture, 1998-2001

**Research/training specializations:** Contemporary visual art and cultural theory, film, indigeneity

**Overseas experience:** Brazil, Colombia, Cuba, El Salvador, Mexico,

**Distinctions:** Organizer, first Latin American Film Festival in Southwestern Pennsylvania, 2007; National Criticism Award for "Caminar, Explotar, Olvidar," Colombian Ministry of Culture, 2007; Selection committee member, Full Frame Documentary Film Festival (2008-2011); Duke Dean's Commendation for Undergraduate Teaching (Fall 2013); Dean's and Provost's List on Service Learning Education

**Relevant courses taught:** WASTE: Visual and Environmental Representations in the Americas and Beyond; Building Creative Communities

**Outreach:** Organizer of NC Latin American Film Festival (2008-present); Presentations on "Contemporary Visual Cultures in Latin America: A Crossroads" for the 2008 and 2010 WorldView K-12 teacher workshops; Co-organizer of Community College Forum on The Arts and Culture of the Americas (2011); Curator of 7 exhibits of Latin American art since 2011

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Recent publications:**

- 2014 "Narcoaesthetics in Colombia, Mexico, and the United States. Death Narco, Narco Nations, Border States, Narcochingadazo?" In *Latin American Perspectives*. Issue 188 – Trafficking, Violence, and Narcoculture. January 2014 – Vol. 41 – No. 1.  
2014 "Decolonizing Aesthetics/Aesthesis." *Encyclopedia of Aesthetics*, Cambridge University Press  
2014 "El Narcochingadazo. El Taller del tiempo y las estéticas de lo común." In *Prácticas Artísticas e Imaginarios Sociales* (Havana: Consejo Nacional de Artes Plásticas)  
2013 "Indigenous Guard(s): Decolonial Performance, Re-existence, Culture(s) of Survival." In *Fuse Magazine*. 36-4 (September 2013).  
2013 "Decolonial AestheSis at 11<sup>th</sup> Havana Biennial" for the Decolonial Periscope. With Raul Ferrera-Balanquet. In *Social Text*. Issue 110. Fall 2013.



## Richard Rosa

Associate Professor of Spanish and Latin American Studies, and Department Chair, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Harvard University, 1996

**Appointed/Tenure status:** 2008, Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Nineteenth- and twentieth-century Latin American and Caribbean literature; relationship between literature and political economy; relationship between art, literature and commerce

**Overseas experience:** Argentina, Colombia, Puerto Rico, Venezuela

**Dissertations and theses supervised in past 5 years:** 8

**Relevant courses taught:** Introduction to Spanish-American Literature I; Literature, Commerce, Revolution in Cuba; Caribbean Hispanic Intellectuals

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2013 *Finance and Literature in 19th Century Latin America*. University of Pittsburgh Press.  
2012 "Governing Tourism: Representation, Domination and Freedom in Puerto Rico: 1949." *Global South* 6(1).  
2012 "Finance and Narrative in Spanish America during the Nineteenth Century." PMLA.  
2007 "Crédito, propiedad y narración en la novela tropical de Zeno Gandía." *Estudios: Revista de investigaciones literarias y culturales*. 15(21) 95-122. Eds. Graciela Batticuore and Alejandra Laera. Universidad Simón Bolívar.

## Mareike Sattler

Senior Lecturer, Department of Anthropology, Vanderbilt University

**Education:** Magister Artium, Universitat Hamburg, Germany, Altamerikanische Sprachen und Kulturen, 1993

**Appointed/Tenure status:** 2009, Tenure not applicable

**Languages:** German (5); English (4); Spanish (4); Kaqchikel (4); K'iche' (4)

Reading proficiency: French, Latin, Yukatek, Colonial Yukatek, Cholti, Colonial Kaqchikel, Colonial K'iche' Maya Hieroglyphs

**Academic Experience:** Maya Language Instructor, Vanderbilt University, 2009-present; Lead Instructor, Summer K'iche' Maya institute in Nahualá, Guatemala, summer 2012 and 2014; Instructor for German and English, Escuela Maya, Tecpán, Guatemala 1993-1994

**Research/training specializations:** Geographic representations from the perspective of historical linguistics; Maya epigraphy, hieroglyphic grammar, colonial Maya texts, modern Kaqchikel and K'iche'

**Overseas experience:** Guatemala, Germany

**Relevant courses taught (at Vanderbilt):** : Intermediate K'iche' (ANTH 221), Introduction to a Maya Language (K'iche' I) (ANTH 269), Intermediate Conversational K'iche' Maya (ANTH 277), Advanced K'iche' Maya (ANTH 278), Readings in K'iche' Maya (ANTH 285), Independent K'iche' Study (ANTH 288A), K'iche' Reading (ANTH 294); Language and Culture (ANTH 105), Introduction to Anthropological Linguistics (ANTH 203), Hurricanes, Cocoa and Cigars (first-year seminar) (LAS 099), Commons Seminar: Apocalypse Now? Ancient Maya and Modern Prophecies (ANTH 099)

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Recent publications/presentations:**

- 2009 "Produktion und Begehren – Das neue Gesicht landwirtschaftlicher Exports aus Latin Amerika." In *Jahrbuch für Lateinamerika*.  
2004 "Ch'olti': An analysis of the Arte de la lengua Cholti by Fray Francisco Morán." In *The Linguistics of Maya Writing*, edited by S. Wichmann, 2004.

### Elizabeth Shapiro-Garza

Assistant Professor of the Practice of Environmental Policy and Management, Nicholas School of the Environment  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, University of California at Berkeley, 2010

**Appointed:** 2010; Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Climate change; environmental and developmental sustainability; agroforestry systems, environmental sociology and anthropology

**Overseas experience:** Mexico, Costa Rica, El Salvador, Panama

**Relevant courses taught:** Community Based Environmental Management Practicum; Community Based Environmental Management in Mexico

**Dissertations and theses supervised in past 5 years:** 1

**Distinctions:** National Science Foundation grant (2011-2015); Tinker Foundation grant (2012-2015)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent Publications:**

- 2013 "Contesting market-based conservation: Payments for ecosystem services as a surface of engagement for rural social movements in Mexico." *Human Geography: a new radical journal*. 6:134-150.
- 2010 "Contesting the neoliberal nature of the Mexican national payments for ecosystem services programs: Four sites of articulation and hybridization." *Geoforum*.
- 2010 "Forest conservation and slippage: Evidence from Mexico's national payments for ecosystem services program." With J. Alix Garcia and KRE Sims. *Land Economics*.
- 2010 "Payments for ecosystem services in Mexico: Nature, neoliberalism, social movements, and the state." With K. McAfee. *Annals of the Association of American Geographers*. 100:579-599.

### Pete Sigal

Professor and Director of Graduate Studies, Department of History  
Senior Editor, *Hispanic American Historical Review*  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of California at Los Angeles, 1995

**Appointed/Tenure status:** 2005, Tenured

**Languages:** Spanish (4), Nahuatl (3), Yucatec Maya (3)

**Research/training specializations:** Indigenous peoples of Mesoamerica, colonial Latin American history, the history of sexuality

**Overseas experience:** Mexico, Spain

**Distinctions:** Erminie Wheeler-Voegelin Book Award, American Society for Ethnohistory, 2012; Humanities Research Institute Residential Fellowship, University of California, 2006; Rockefeller Fellow, National Humanities Center, 2004-05

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Latin American Colonialism; History of Sexuality in the Americas; Latin American History Graduate Topics

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2011 *The Flower and the Scorpion: Sexuality in Early Nahua Culture and Society*. Duke University Press
- 2010 "Imagining Cihuacoatl: Mexican Masculinity and Spanish Colonization." In *Gender & History*. 22: 538-563.
- 2009 "Latin America and the Challenge of Globalizing the History of Sexuality." In *American Historical Review* 114.
- 2008 "The Perfumed Man: Sacrifice, Penetration, and the Feminization of the Male Body in Sixteenth-Century Mesoamerica." In *Power, Gender, and Ritual in Europe and the Americas: Essays in Memory of Richard C. Trexler*. Centre for Reformation and Renaissance Studies, University of Toronto
- 2005 "The Cuiloni, the Patlache, and the Abominable Sin: Homosexualities in Early Colonial Nahua Society." *Hispanic American Historical Review*
- 2003 *Infamous Desire: Male Homosexuality in Colonial Latin America*. University of Chicago Press

### **Magda Silva**

Lecturer in Portuguese and Director, Portuguese Language Program, Department of Romance Studies  
Director, Duke in Brazil (Summer Study Abroad Program)  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of North Carolina at Chapel Hill, 1999

**Appointed/Tenure status:** 1999, Tenure not applicable

**Languages:** Portuguese (5), Spanish (3)

**Performance-based language training:** Attends annual meetings of the American Association of Teachers of Spanish and Portuguese

**Research/training specializations:** Foreign-language acquisition, African Diaspora in Brazil in relation to language and religion, colloquial Portuguese as catalyst of popular culture in Brazil, 20<sup>th</sup>-century Luso-Brazilian literature

**Overseas experience:** Brazil

**Relevant courses taught:** Elementary Portuguese I; Elementary Portuguese II; Portuguese as a Second Romance Language; Intermediate Portuguese; Advanced Intermediate Portuguese; Conversational Brazilian Portuguese; Intensive Brazilian Portuguese

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### **Irene M. Silverblatt**

Professor, Department of Cultural Anthropology and Department of History;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Michigan, 1981

**Appointed/Tenure status:** 1992, Tenured

**Languages:** Spanish (4), French (2), Quechua (1)

**Research/training specializations:** Cultural dimensions of state-building and colonization in Latin America; the relation of gender, racial discourses, and historical memory to the construction and experience of power; ethnohistory; gender; nationalism

**Overseas experience:** Bolivia, Mexico, Peru, Spain

**Distinctions:** Rockefeller and Guggenheim Foundation Fellow; Robert Heizer Prize for outstanding article in ethnohistory

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Gender and Culture; History and Anthropology of the Andes

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%%

**Recent publications:**

- |      |   |
|------|---|
| 2013 | "Prologo." <i>Haunting the Modern Andean State: Colonial Legacies of Race and Civilization</i> .  |
| 2009 | "Forward." <i>Imperial Subjects: Race and Identity in Colonial Latin America</i> . Duke University Press  |
| 2008 | "Native Andeans Observe Spanish Colonials." In <i>Europe Observed</i> . Bucknell University Press   |
| 2007 | "The Black Legend and Global Conspiracies: The Spanish Inquisition, Race-Thinking and the Emerging Modern World." In <i>Rereading the Black Legend</i> . University of Chicago Press                            |
| 2006 | "Religion and Race in the Emerging Modern World: Indians, Incas, and Conspiracy Stories in Colonial Peru." In <i>Practicing Catholic: Ritual, Body, and Contestation in Catholic Faith</i> . Palgrave/MacMillan |

### **Melissa Simmermeyer**

Lecturer and Coordinator of Advanced Spanish Language, Spanish Language Program, Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.S., Georgetown University, 1992

**Appointed/Tenure status:** 1999, Tenure not applicable

**Languages:** Spanish (5), French (1), Portuguese (1)

**Performance-based language training:** FLANC workshop, CARLA summer institute for language teachers at University of Minnesota, Northwestern University Language Pedagogy Symposium

**Research/training specializations:** Latin American literature, specifically 20<sup>th</sup>-century Spanish narrative language

**Overseas experience:** Costa Rica, Mexico, Puerto Rico

**Distinctions:** Dean's Leadership Award, 2014

**Relevant courses taught:** Intensive Elementary Spanish; Advanced Spanish Writing; Advanced Spanish Grammar; Intensive Summer Spanish: Food Production and Consumption in NC and Peru

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

### **Bradley Simmons**

Adjunct Lecturer; Director, Djembe and Afro-Cuban Ensembles, Department of Music, Duke University

**Education:** B.A., Brooklyn College, 1976

**Appointed/Tenure status:** 1997, Tenure not applicable

**Research/training specializations:** Djembe and Afro-Cuban percussion

**Distinctions:** Former musical director of Chuck Davis African American Dance Ensemble; Teaching experience at Berkeley School of Music, Texas Southern University, Wichita State University and North Carolina State University; Director, Elements of Percussion

**Relevant courses taught:** Afro Cuban Percussion

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

## Rosa Solórzano

Consulting Associate, School of Nursing, Duke University  
Member, Council on Latin American and Caribbean Studies

**Education:** MPH, Emory University, 2005

**Appointed:** 2007; Tenure not applicable

**Languages:** Spanish (5), English (4)

**Research/training specializations:** Medical Spanish and cultural competency for health care

**Administrative experience:** President of the Board of Directors at TeenSmart International

**Relevant courses taught:** Health, Culture, and the Latino Community; Medical Spanish and Cultural Competency for Health Care, beginner, intermediate and advanced levels

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2011 "Determinants of sexual abstinence and condom use among Central American adolescents." With Gutierrez Fernandez, L.; Valverde, M.F.; Medrano, V.R.; Gomez, A.; López, A.S.; Harnecker, M.; Corrales, J.; and Lindenberg, C.S. *International Journal of Adolescent Medical Health*, Oct-Dec, 22(4):583-93.
- 1999 "Correlates of alcohol and drug use among low-income Hispanic immigrant childbearing women living in the USA." With Lindenberg, C.S.; Strickland, O.; Galvis, C.; and Dreher, M.; and Darrow, V.C. *International Journal of Nursing Studies*, February, 36(1); 3-11.

## Orin Starn

Professor and Chair, Department of Cultural Anthropology;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Stanford University, 1989

**Appointed/Tenure status:** 1992, Tenured

**Languages:** Spanish (4), Italian (2), Portuguese (1)

**Research/teaching specializations:** Culture, history, and power, especially in Latin America and native North America; violence and memory; nationalism and ethnic identity; the history of anthropology; the anthropology of sports; activism and public anthropology; cultural studies and post-colonial theory

**Overseas experience:** Bolivia, Peru

**Distinctions:** Sally Dalton Robinson endowed chair; Robert B. Cox University Teaching Award, 2004; Series editor, *Latin American Readers*, Duke University Press; National Humanities Center Fellowship, 2001-02; SSRC, ACLS, and Fulbright Fellowships

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Political Anthropology

**Percentage of time devoted to Latin American studies:** 25-49%

**Recent publications:**

- 2012 *The Passion of Tiger Woods: An Anthropologist Reports on Golf, Race and Celebrity Scandal*. Duke University Press.
- 2007 *Indigenous Experience Today*. Edited with M. de la Cadena. Berg Press.
- 2005 *The Peru Reader: History, Culture Politics*. Second edition. Edited with C. I. Degregori and R. Kirk. Duke University Press. First edition was printed in 1995
- 2004 *Ishi's Brain: In Search of America's Last "Wild" Indian*. W.W. Norton and Company
- 1999 *Nightwatch: The Politics of Protest in the Andes*. Duke University Press

## Patrick A. Stawski

Human Rights Archivist, Duke University Library;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** M.L.I.S., University of California, Los Angeles, 2006

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Spanish (3)

**Research/training specializations:** Human rights in Latin America, modern Latin America, Spanish service learning

**Overseas experience:** Argentina, Mexico, Uruguay

**Distinctions:** Mellon Summer Institute in Spanish Paleography, 2007

**Dissertations and theses supervised in past 5 years:** 1

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Mexican Day of the Dead altars project, Duke libraries, 2007

**Recent publications:**

- 2009            "From Personal to Political: Human Rights Histories in Duke's Special Collections Library." *Duke University Libraries Magazine*

## Jennifer Swenson

Assistant Professor of the Practice of Geospatial Analysis, and Director of Professional Studies,  
Nicholas School of the Environment  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Oregon State University, 2003

**Appointed/Tenure status:** 2007, Tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Spatial mapping and modeling of ecological phenomena and landscape ecology, conservation biology, forest management and silviculture, tropical ecology

**Overseas experience:** Ecuador

**Dissertations/theses supervised in past 5 years:** 3

**Relevant courses taught:** Land Conservation in Practice; Program Management for Environmental Professionals

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications:**

- 2013            "Estimating above-ground carbon biomass in a newly restored coastal plain wetland using remote sensing." With B. Riegel and E. Bernhard. *PLoS One* (May).
- 2012            "Plant and animal endemism in the eastern Andean slope: Challenges to Conservaion." With B.E. Young, et al. *BMC Ecology*.
- 2011            "Gold Mining in the Peruvian Amazon: Global Prices, Deforestation, and Mercury Imports." With C. Carter, J.C. Domec, C. Delgado. *PLoS One*.
- 2008            "A experiência de uma organização de conservação com o manejo de sistemas de informações geográficas no Ecuador." With D.S. Chiriboga and F. Rodriguez. In *Geoinformation and Environmental Monitoring in Latin America*. Editora Senac

## John W. Terborgh

James B. Duke Professor Emeritus of Environmental Sciences, Nicholas School of the Environment;  
Director, Center for Tropical Conservation, Duke University

**Education:** Ph.D., Harvard University, 1963

**Appointed/Tenure status:** 1989, Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Tropical ecology, biogeography, conservation biology

**Overseas experience:** Costa Rica, Peru, Guatemala, Venezuela, West Indies

**Distinctions:** Fellow, American Association for the Advancement of Science; Fellow, American Academy of Arts and Sciences; Member, National Academy of Sciences; MacArthur Foundation Fellow; Daniel Giraud Elliot Medal, National Academy of Sciences National Audubon Society: Selected one of century's "100 Champions of Conservation;" Special recognition by Peruvian Congress for service to country; Honorary Fellow, Association for Tropical Biology and Conservation. Operates a field station in Manu National Park of Peru generating over 500 scientific publications since 1973

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2014 "Fast demographic traits promote high diversification rates of Amazonian trees." In *Ecology Letters*, 17/5.
- 2014 "Distribution and abundance of tree species in swamp forests of Amazonian Ecuador." In *Ecography: Pattern and Diversity in Ecology*, March 2014.
- 2014 "Soil physical conditions limit palm and tree basal area in Amazonian forests." In *Plant Ecology and Diversity*, 7/1-2.
- 2013 "Oligarchies in Amazonian tree communities: A ten-year review." In *Ecography: Pattern and Diversity in Ecology*, 36-2.
- 2010 "The effects of plant pathogens on tree recruitment in the Western Amazon under a projected future climate: a dynamical systems analysis." *Journal of Ecology* (August).

## Charles D. Thompson, Jr.

Director of Education and Curriculum, Center for Documentary Studies; Adjunct Professor of Religion and Cultural Anthropology; Co-Director, US-Mexico Border DukeEngage Program;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of North Carolina at Chapel Hill, 1998

**Appointed/Tenure status:** 2000, Tenure not applicable

**Languages:** Spanish (4), Jacalteco Maya (1)

**Research/training specializations:** Religion and culture in Guatemala, Mexico, and the U.S.; Latino culture in the Southeast; farm life and labor; environmental and labor ethics; fieldwork methodology; cultural studies; social change, place, and identity

**Overseas experience:** Dominican Republic, Mexico, Guatemala

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Politics of Food, The U.S./Mexico Border

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** *Border Odyssey*, an interactive teaching tool about the U.S.-Mexico border ; Web site and study guide for *Brother Towns/Pueblos Hermanos* documentary film; presentation for WorldView 2010 and 2014 K-12 teacher workshop; Web site and study guides for *The Guestworker* documentary film, aired on PBS; 8 public radio and newspaper interviews in past 4 years

**Recent publications/films/Web resources:**

- 2010 *Brother Towns/Pueblos Hermanos*. Documentary film produced by Center for Documentary Studies
- 2009 "Guestworkers: Farmworkers, Filmmakers, Obligations in the Field." *Viewpoints: Visual Anthropologists at Work*. Austin: University of Texas Press. pp. 180-197.
- 2005 *Indigenous Diasporas and Dislocations*. Edited with Graham Harvey. Ashgate Press
- 2004 *The Guestworker: Bienvenidos a Carolina del Norte*. Documentary film co-directed with Cynthia Hill. Southern Documentary Fund
- 2002 *The Human Cost of Food: Farmworker Lives, Labor, and Advocacy*. Edited with Melinda Wiggins. University of Texas Press

### Antonio Viego

Associate Professor, Program in Literature and Department of Romance Studies;  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., University of Pennsylvania, 1999

**Appointed/Tenure status:** 1999, Tenured

**Languages:** Spanish (5), French (3)

**Research/training specializations:** Latino studies, Ethnic Studies, Queer/Lesbian/Gay studies, Twentieth Century American Literatures, Critical Race Theory, Chicana Feminist Theory, Comparative Ethnicities, Lacanian Psychoanalytic Theory

**Distinctions:** Lee Baker Teaching Honors, 2011; Prize in U.S. Latina/o and Chicana/o Literary and Cultural Studies for *Dead Subjects: Toward a Politics of Loss in Latino Studies*, Modern Language Association, 2008

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Introduction to Psychoanalytic Theory of Latino Experience

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2012 "Wounded Chicana Cartographies" *Mapping Latina/o Studies: An Interdisciplinary Reader*. Duke University Press
- 2010 "The Life of the Undead: Biopower, Latino Anxiety and the Epidemiological Paradox." *Women and Performance: A Journal of Feminist Theory*, (July) 19(2), pp. 131-148. Routledge.
- 2008 "Hysterical Ties, Chicano/a Amnesia and the Sinthomestiza Subject." *Aztlán: A Journal of Chicano Studies*
- 2007 *Dead Subjects: Toward a Politics of Loss in Latino Studies*. Duke University Press.
- 2002 "The New (Queer) Cuban Diálogos." *Social Text*

### William Villalba

Lecturing Fellow, Spanish, Department of Romance Studies  
Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** PhD, Spanish American Literature, UNC-Chapel Hill, 2006

**Appointed/Tenure status:** 2006; Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Testimonial literature, indigenismo and neo-indigenismo, post-colonial studies, literary theory

**Distinctions:** Dean's Leadership Award, 2014

**Relevant courses taught:** Intro to Cultural Studies, Intro to Spanish-American Literature, Latino/a Voices: Duke, Durham and Beyond

**Outreach:** Spanish Language Program's Civic Engagement Initiative in partnership with El Centro Hispano, Durham Public Schools and Durham Crisis Response Center.

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%



## David Walmer

Adjunct Associate Professor of Global Health, Duke Global Health Institute, Duke University

**Education:** PhD, University of North Carolina at Chapel Hill, 1979; MD, UNC-CH, School of Medicine, 1983

**Appointed/Tenure status:** Tenured

**Languages:** French (2)

**Research/training specializations:** Reproductive health and technology, fertility, women's health in developing countries, prevention of cervical cancer; public health programs in Haiti

**Overseas experience:** Guatemala, Haiti

**Distinctions:** Founder and chairperson of global health organization, Family Health Ministries

**Dissertations/theses supervised in past 5 years:** 6

**Relevant courses taught:** Healing in the Developing World: Haiti

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2010 "Fertility patients' views about frozen embryo disposition: Results of a multi-institutional U.S. survey." With A.D. Lyster, K. Steinhäuser, C. Voils, E. Namey, C. Alexander, B. Bankowski, R. Cook-Deegan, W.C. Dodson, E. Gates, E.S. Jungheim, P.G. McGovern, E.R. Myers, B. Osborn, W. Schlaff, J. Sugarman, J.A. Tulskey, R.R. Faden, E. Wallach. *Fertil Steril* 93(2): 499-509.
- 2004 "Portable colposcopy in low-resource settings." With D Merisier, E Littman, G Rodriguez, N Venero, H Henderson, D Katz and R. Edwards. *Journal of Acquired Immunodeficiency Syndrome*

## Katya Wesolowski

Lecturing Fellow, Thompson Writing Program;

Member, Council on Latin American and Caribbean Studies, Duke University

**Education:** Ph.D., Columbia University, 2007

**Appointed/Tenure status:** 2008, Tenure not applicable

**Languages:** Portuguese (3)

**Research/training specializations:** Brazil, African Diaspora, social inequality, expressive culture, dance ethnography, the body and embodiment, performance.

**Overseas experience:** Brazil

**Relevant courses taught:** Dance Into Words; *Capoeira*: Culture and Practice (Lecture); *Capoeira*: Culture and Practice (Lab); *Capoeira*: Brazilian Dance/Martial Art (Sponsored by Global Brazil Humanities Lab)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2012 "Professionalizing Capoeira: The Politics of Play in Twenty-First Century Brazil." *Latin American Perspectives* 39:82-92.
- 2007 "Hard Play: Capoeira and the Politics of Inequality in Rio de Janeiro." (Dissertation, Department of Anthropology and Education, Columbia University).
- 2007 Review of *Curriculum and the Cultural Body*, by Stephanie Springgay and Debra Freedman, eds. *Teachers College Record*
- 2006 "A Diasporic Practice Goes Back to Africa." *Anthropology News*

## Appendix B: Profiles for Project Personnel University of North Carolina at Chapel Hill

### Anna Agbe-Davies

Assistant Professor, Department of Anthropology, UNC-CH

**Education:** PhD/University of Pennsylvania, 2004

**Appointed/Tenure Status:** 2009/Tenured eligible

**Languages:** N/A

**Research/training specializations:** Plantation societies of colonial US and Caribbean; African Diaspora

**Overseas experience:** Barbados

**Distinctions:** Carolina Digital Humanities Initiative Grant to develop Archaeology of African Diasporas course, 2014

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** course under development

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Recent publications:**

- 2011 "Inside/Outside, Upside Down: Including Archaeologists in Communities." *Archaeologies* 7(3): 574-95.
- 2010 "Concepts of community in pursuit of an inclusive archaeology." *The International Journal of Heritage Studies* 16(6):373-89.
- 2010 "Social Archaeologies of Trade and Exchange: Exploring Relationships among People, Places, and Things," coeditor with Alexander A. Bauer. Left Coast Press.
- 2009 "Scales of Analysis, Scales of Value: Archaeology at Bush Hill House, Barbados." *The International Journal of Historical Archaeology* 13:112-26.

### Juan Alamo

Assistant Professor, Department of Music, UNC-CH

Director, Charanga Carolina (as of July 1, 2014)

**Education:** PhD, University of North Texas, 2008

**Appointed/Tenure Status:** 2012/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Percussion (marimba and world percussion); jazz improvisation; Latin American music

**Overseas experience:** Argentina, Chile, Mexico, Puerto Rico, Venezuela

**Distinctions:** Katherine D. and W. Hampton Lefler Dean's Fund for Faculty Excellence, 2014; Reynolds Junior Development Award, 2013; Yamaha Artist Endorsement, 2012; Menil Percussion Artist Endorsement, 2012; Kappa Kappa Psi honorary membership, 2010; Artist in Residence at Universidad Católica de Chile, 2012.

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Introduction to Latin American Music; Ensemble: Charanga; Ensemble: Percussion

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** History of Salsa, Global Music Show, WXYC, 2014; Masters Classes at 4 N.C. high schools, 2013-14; N.C. State Arts NOW Series, 2013; N.C. Music Educators Association Professional Development Conference, 2013.

**Recent publications/performances:**

- 2014 Solo Performance, 4<sup>th</sup> Festival Internacional de Vibrafono y Marimba, Peru
- 2014 *Marimjazzia*, PARMA/Big Round Records
- 2013 Guest Performer at N.C. Percussion Festival, East Carolina University
- 2011 4<sup>th</sup> International Percussion Festival of Los Llanos (Venezuela)
- 2008 *Milt Jackson: transcribed solos of the master*, with Arthur Lipner. Mallet Works Music.

## **Renee Alexander-Craft**

Assistant Professor, Department of Communication Studies, UNC-CH  
Adjunct Assistant Professor, Curriculum in International and Area Studies, UNC-CH

**Education:** PhD, Northwestern University, 2005

**Appointed/Tenure Status:** 2007/Tenure not applicable

**Languages:** Spanish (5)

**Research/training specializations:** Central America, African diaspora, performance studies, black identity

**Overseas experience:** Panama

**Distinctions:** Digital Innovation Lab/Institute for the Arts and Humanities Fellowship, 2013; Ella Foundation Pratt Emerging Artist, 2013; University of North Carolina at Chapel Hill, Junior Faculty Development Award, 2009; Carolina Postdoctoral Program for Faculty Diversity, 2005-07; Fulbright Grant (Panama), 2002-03

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Black/African Diaspora Performance

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%%

**Outreach:** Digital Portabelo for Cultural Preservation, 2013-present

**Recent publications/performances:**

- Forthcoming "When the Devil Knocks: The Congo Tradition and the Politics of Blackness in 20th Century Panama." *Black Performance and Cultural Criticism Series*. Ohio State University Press.
- 2014 "How does it feel to be a problem?" in *Solo/Black/Woman: Performing Global Traditions and Local Interventions*, eds. E.P. Johnson and R. Rivera-Servera. Northwestern University Press, 167-84.
- 2012 "Blessing the Devil: Dualism, Parody and Double-Consciousness in the Congo Tradition of Portobelo, Panama." International Congress of the Latin American Studies. San Francisco, CA.
- 2008 "'¡Los gringos vienen!' ('The gringos are coming!'): Female Respectability and the Politics of Congo Tourist Presentations in Portobelo, Panama." *Transforming Anthropology: Journal of the Association of Black Anthropologists* 16(1): 20-31.

## **Samuel Amago**

Associate Professor and Associate Chair  
Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, Spanish Literature, University of Virginia, 2003

**Appointed/Tenure status:** 2010/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Latin America culture and cinema; Modern and contemporary Spanish literary history, cinema, and culture.

**Overseas experience:** Argentina, Spain

**Distinctions:** Maura Thornton Summer Undergraduate Research Fellowship for research in Argentina, 2014; Carolina Chiron Award (nominated) for commitment to Carolina undergraduate teaching, 2014; Publications Advisory Committee, *Hispanófila* and *Romance Notes*, 2013; Advisory Board for the Global Cinema Minor, 2012; Grants: NEH, Kellogg Institute for International Studies, UNC Institute for Arts and Humanities, Center for Global Initiatives, among others.

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Hispanic Film and Culture

**Percentage of time devoted to Latin American/Caribbean studies:** 20%

**Outreach:** Faculty Advisor, NC Latin American Film Festival, 2013

**Recent publications:**

- 2013 *Spanish Cinema in the Global Context: Film on Film*. Routledge.
- 2010 *Unearthing Franco's Legacy: Mass Graves and the Recovery of Historical Memory in Spain*, coeditor with Carlos Jerez-Farrán. Notre Dame University Press.
- 2010 "Ethics, Aesthetics, and the Future in Alfonso Cuarón's *Children of Men*." *Discourse: Journal for Theoretical Studies in Media and Culture* 32(2):213-35.
- 2006 *True Lies: Narrative Self-Consciousness in the Contemporary Spanish Novel*. Bucknell University Press.

### Patrícia Amaral

Assistant Professor, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, Ohio State University, 2007

**Appointed/Tenure status:** 2011/Tenure eligible

**Languages:** Spanish (5); Brazilian Portuguese (5); Portuguese (5); French (4); Italian (3); Latin (3)

**Research/training specializations:** Hispanic Linguistics; Romance Linguistics; Semantics and Pragmatics; Historical Linguistics

**Overseas experience:** Brazil, Portugal

**Distinctions:** Portuguese Linguistics in the United States, Organizing Committee, 2013; GRC Grant for SPAN 376 Spanish Phonetics and Phonology

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Spanish Pragmatics; Grammatic Structures of Spanish Language; Research for Advanced Students; Phonetics and Phonology

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Recent publications and presentations:**

- 2014 *Portuguese-Spanish Interfaces: Diachrony, synchrony, and contact*, coeditor with A.M. Carvalho. University of North Carolina Press.
- 2012 "Nominal and verbal plurality in the diachrony of the Portuguese Present Perfect," with Chad Howe. *Verbal Plurality and Distributivity* 546:25.
- 2011 "Spanish in Contact with Portuguese: The Case of Barranqhenho In the Handbook of Hispanic Sociolinguistics," with M. Díaz-Campos. Blackwell Publishing Ltd.
- 2010 "Detours along the perfect path," with C. Howe. *Romance Linguistics*. Pp. 387-404.

### Iluminada Amat

Senior Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of Wisconsin-Madison, 1997

**Appointed/Tenure status:** 2003/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Renaissance-era Spanish literature

**Overseas experience:** Spain

**Distinctions:** Regional delegate, Southeast, Executive Council of the Cervantes Society of America, 2000-02; faculty co-sponsor, Sigma Delta Pi (Spanish Honor Society), 2005-2012

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Spanish for High Beginners; Conversation; Beginning Accelerated Spanish; Intermediate Accelerated Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%%

**Outreach:** Reader, "María Salgado Essay Contest," 2005

**Recent publications:**

- 2005 "Hot in Pursuit: Don Quijote and Altisidora in the House of Horrors." *Don Quijote Across Four Centuries: Papers from the Seventeenth Southern California Cervantes Symposium*, UCLA, 7-9 April 2005:35-47.
- 2000 "'And these be the fruits of plays': Sexuality in *La casa de los celos y selvas de Ardenia*." *Bulletin of the Comediantes* 52:31-51.

## **Gustavo Angeles**

Senior Evaluation Advisor, MEASURE, Carolina Population Center  
Research Assistant Professor, Department of Maternal and Child Health,  
UNC Gillings School of Global Public Health, UNC-CH  
*Position was created with Title VI NRC funds in the 2000-03 grant cycle*

**Education:** PhD, University of North Carolina at Chapel Hill, 1997

**Appointed/Tenure status:** 2002/Tenure not applicable

**Languages:** Spanish (5); Portuguese (3)

**Research/training specializations:** Economics, health economics, health program evaluation

**Overseas experience:** Colombia, Costa Rica, Ecuador, Mexico, Nicaragua, Paraguay and Peru (country of origin)

**Distinctions:** Grants from US Agency for International Development (multiple); Research Professor (Honorary) Level D, National Institute of Public Health of Mexico (2012-present)

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Problems in International Maternal and Child Health

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Mentor to visiting Latin American fellows and students, Carolina Population Center, 2000-present

**Recent publications:**

- 2012 "Caregiving and Elderly Health in Mexico," with A. Trujillo et al. *International Journal of Health Services* 42(4):667-94.
- 2010 "Determinants of Gender Differences in Health among Elderly in Latin America," with A.J. Trujillo et al. *World Health and Population* 11(3):24-43.
- 2010 "Heterogeneous impact of the social program *Oportunidades* on contraceptive methods use in young adult women living in Mexico's rural areas: limitations of the regression discontinuity analysis," with T. Mroz et al. *Journal of Development Effectiveness* 2(1):74-86.
- 2007 "Kernel Density Estimation as a Technique for Assessing Availability of Health Services in Nicaragua," with J. Spencer. *Health Services and Outcomes Research Methodology* 7(3/4):145-157.
- 2007 "Is public health expenditure in Ecuador progressive or regressive?" *International Journal of Public Policy* 2(3/4):186-216.

## **Cara Appleton**

Advisor for Latin America Programs, Study Abroad Office, UNC-CH

**Education:** MIS, North Carolina State University, 2012

**Appointed/Tenure status:** 2012/Tenure not applicable

**Languages:** Spanish (4)

**Advising/Administrative Experience:** Study Abroad program site visits (Chile) 2013-present; International Education Incoming Student and Parent Orientations, 2013-present; Advisor, Study Abroad Peer Advisors, 2012-present; Admission Advisor, Washburn University, 2007-08; On-site coordinator, Institute for Latin American Concern, Creighton University, 2007

**Overseas experience:** Chile, Costa Rica Dominican Republic, Spain

**Distinctions:** Intern, Food for the Hungry International (Costa Rica); Co-chair, Alumni Association, Four Worlds Study Abroad Programs in Austria, Egypt, Guatemala and Nepal, 2001

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

## Florence Babb

Harrington Distinguished Professor of Anthropology and Latin American Studies, UNC-CH  
Position created through ISA endowment and carries partial course load for Latin American Studies major.

**Education:** PhD, State University of New York at Buffalo, 1981

**Appointed/Tenure status:** 2014/Tenured, appointment begins July 1, 2014

**Languages:** Spanish (5); French (5)

**Research/training specializations:** Cultural/Economic/feminist anthropology; gender and sexuality; critical development studies; urbanization in the global South; tourism studies; Latin American studies; Central America; Central Andes; Caribbean

**Overseas experience:** Cuba, Mexico, Nicaragua, Peru

**Distinctions:** Sabbatical, University of Florida, for research and writing on *Rethinking Gender and Indigenous Identity in Andean Latin America* (spring 2012); Research Affiliate, Instituto de Estudios Peruanos, Lima, Peru (2011-2012)

**Dissertations and theses supervised in past 5 years:** N/A, joining in 2014-15

**Relevant courses taught:** N/A (joining UNC in 2014-15)

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** UNC-Duke Consortium Social Justice and Cultural Self-Determination Conference, Keynote Address, 2014.

### Recent publications:

- In progress *Women's Place in the Andes: From Gender Complementarity to Decolonial Feminism.*
- 2013 "Street Economies in the Urban Global South: Where Are They Heading and Where Are We Heading?" in *Street Economies: Cultural Politics in the Urban Global South*, ed. K. Tranberg, et al. School for Advanced Research.
- 2012 *Después de la Revolución: Género y Cultura Política en Nicaragua Neoliberal.* Translation of 2002 book with new preface. Instituto de Historia de Nicaragua y Centroamérica.
- 2012 "Theorizing Gender, Race, and Cultural Tourism in Latin America: A View from Peru and Mexico." *Latin American Perspectives* 39(6):36-50.
- 2011 *The Tourism Encounter: Fashioning Latin American Nations and Histories.* Stanford University
- 2010 "Sex and Sentiment in Cuban Tourism." *Caribbean Studies* 38(2):93-115.
- 2010 "Gender, Kinship, and Migration in the Andes." *Signs: Journal of Women in Culture and Society* 35(3):749-754.

## Shrikant Bangdiwala

Research Professor, Department of Biostatistics, Director, Biometry Section  
UNC Gillings School of Global Public Health, UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill; 1980

**Appointed/Tenure status:** 1980/Tenure not applicable,

**Languages:** Spanish (5), French (3), Portuguese (2), Gujarati (2)

**Research/training specializations:** International health; methodology for clinical trials; injury and violence statistics

**Overseas experience:** Argentina, Chile, Colombia, Costa Rica, Puerto Rico (country of origin)

**Distinctions:** Visiting Professor, School of Public Health, Universidad de Chile, 2008; Designated

Fulbright Senior Specialist in Public/Global Health, 2005-10; Visiting Fulbright Professor, Department of Statistics,

Univeridad Nacional de Tucumán, Argentina, 2005; Elected member of the International Statistics Institute, 1999; External

Grants: NIH (multiple); CDC (multiple); Pan-American Health Organization; Chile National Foundation for Science & Technology, among others

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Problems in Biostatistics

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Member of BIOS Faculty Mentoring Committee (2008-present)

### Recent publications:

- 2012 "Workdays lost due to occupational injuries among young voters in Brazil," with V.S. Santana et al. *American J Industrial Medicine* 55(10):917-25.
- 2010 "Workforce resources for health in developing countries," with S. Fonn et al. *Public Health Reviews* 32(1):296-318.
- 2010 "International variations in harsh child discipline," with D.K. Runyan et al. *Pediatrics* 126(3):701-11.
- 2010 "Secular trend in age at menarche in indigenous and nonindigenous women in Chile." *Am J Hum Biol.* 22(5):688-94.

## Clare Barrington

Assistant Professor, Department of Health Behavior & Health Education; Latin America Projects Director, UNC Gillings School of Global Public Health; Member, ISA Advisory Board, UNC-CH

**Education:** PhD, Johns Hopkins, 2007

**Appointed/Tenure status:** 2008/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Global health, health behavior, infectious diseases, sexually-transmitted diseases

**Overseas experience:** Cuba, Dominican Republic, Ecuador, El Salvador, Trinidad and Tobago

**Distinctions:** National Institutes of Health, AIDS Research Scholar; Grants: NIH, AIDS Research Development Center

**Dissertations and theses supervised in past 5 years:** 11

**Relevant courses taught:** Advanced Qualitative Research Methods: Analysis and Writing; Global Health Module

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Advisor on community development projects at El Pueblo, Inc. (North Carolina)

### Recent publications:

- In press "Chapter X: Developing and Evaluating Environmental-Structural Interventions to Reduce HIV Risk among Female Sex Workers and their Sexual Partners in the Dominican Republic" in *Structural Approaches in Public Health*, eds. M. Sommer and R. Parker. Routledge.
- 2013 "“We do the impossible”: Women overcoming barriers to cervical cancer screening in rural Honduras—a positive deviance analysis.” *Culture, Health, and Sexuality* 15(6): 637-51.
- 2012 "Facilitating access to sexual health services for men who have sex with men and male-to-female transgender persons in Guatemala City," with S. Boyles et al. *Culture, Health and Sexuality* 14(3):313-27.
- 2012 "Social networks and HIV risk among men who have sex with men in El Salvador." *AIDS and Behavior* 16(1):214-24.
- 2009 "Talking the talk, walking the walk: Social network norms, communication patterns, and condom use among the male partners of female sex workers in La Romana, Dominican Republic." *Social Science and Medicine* 68(11):2037-44.

## Brandon Bayne

Assistant Professor, Department of Religious Studies, UNC-CH

**Education:** PhD, Harvard University, 2012

**Appointed/Tenure status:** 2012/Tenured

**Languages:** Spanish (4), French (2), Portuguese (1)

**Research/training specializations:** Religion in the Americas; Colonial Missions and Encounter; Early Modern Global Catholicism; Native American Christianities; Latina/o and borderlands Religion; Martyrdom, Relics, and Memorialization; World Christianity

**Overseas experience:** Mexico, Costa Rica, Central America, Caribbean.

**Distinctions:** McClester Research and Travel Grant (Departmental, 2013); Folger Library Seminar on Natural Histories and Religious Contestations (2013)

**Dissertations and theses supervised in past 5 years:** 1

**Relevant courses taught:** Religion in Latin America; Religion, Literature, and the Arts in the Americas; Topics on Religion

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Program Committee, Winter Meeting of American Society of Church History (2011-2012)

### Recent publications:

- Forthcoming "Converting the Pacific: Jesuit Networks between Asia and the Americas" in *Oxford Handbook of Iberian Borderlands*. Oxford University Press.
- 2014 "Crossings and Contact Zones: Religion, Borderlands, and *Las Fronteras* of the Americas." *Religion Compass*. November.
- 2012 "A Passionate Pacification: Salvation and Suffering in the Jesuit Missions of Northern New Spain, 1594 - 1767." Diss., Harvard University.
- 2010 "Recalling Kino: Remembering a Pimeria Past, Reimagining an Arizona Present," *Revista: A Publication of the Southwest Missions Research Center* 44(165).
- 2006 "From Saint to Seeker: Teresa Urrea's Search for a Place of Her Own." *Church History* 75(3):611-31.

## Sylvia Becker-Dreps

Research Assistant Professor, Department of Family Medicine, UNC School of Medicine, UNC-CH  
Associate Director, Office of International Activities, School of Medicine

**Education:** MD, Duke University, 1997; MPH, University of North Carolina at Chapel Hill, 2008

**Appointed/Tenure status:** 2009/ tenure not applicable

**Languages:** Spanish (4)

**Research/training specializations:** Infectious-disease prevention in Central America; vaccine-effectiveness evaluation; childhood diarrhea

**Overseas experience:** Ecuador, Honduras, Mexico, Nicaragua

**Distinctions:** NRSA-Primary Care Research Fellow; Merck Investigator Initiated Research Program Award (2010-2011); former Medical Director, North Carolina Farmworker Health Program; recipient, NIH-Fogarty International Scientist Development Award; finalist, Maurice R. Hilleman Early Stage Career Investigator Award, National Foundation for Infectious Diseases.

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Foundations in Global Health

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Proyecto Barilete, León, Nicaragua

### Recent publications:

- 2014 "Changes in Childhood Pneumonia and Infant Mortality Rates Following Introduction of the 13-Valent Pneumococcal Conjugate Vaccine in Nicaragua." *Pediatr Infect Dis J*. Jan 17. [Epub ahead of print]
- 2013 "Community diarrhea incidence before and after rotavirus vaccine introduction in Nicaragua." *Med Hyg*. Aug;89(2):246-50. doi: 10.4269/ajtmh.13-0026. Epub 2013 Jul 1.
- 2012 "Irritable bowel syndrome and gastrointestinal parasite infection in a developing nation environment," with D.R. Morgan et al. *Gastroenterol Res Pract*. 2012:343812. doi: 10.1155/2012/343812. Epub 2012 Feb 19. PMID: 22474433 [PubMed]
- 2011 "Rotavirus prevalence in the primary care setting in Nicaragua after universal infant rotavirus immunization," with M. Paniagua et al. *Am J Trop Med Hyg*. Nov;85(5):957-60. doi: 10.4269/ajtmh.2011.11-0401.

## Brian Billman

Associate Professor, Department of Anthropology; Associate of the Research Laboratories of Archaeology  
Director, South American Archaeology Field School, UNC-CH

**Education:** PhD, University of California at Santa Barbara, 1996

**Appointed/Tenure status:** 1998/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Andean prehistory; heritage preservation; formation of states and chiefdoms; causes and consequences of warfare; origins of social stratification; behavioral ecology; settlement pattern analysis

**Overseas experience:** Peru

**Distinctions:** Kauffman Faculty Fellow and Ueltschi Service-Learning; External Grants: NSF.

**Dissertations and theses supervised in past 5 years:** 16

**Relevant courses taught:** Archaeology of South America; Field School in South American Archaeology (Peru)

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Ciudad de Dios Community Potable Water Project (Peru), Engineers without Borders (Peru)

### Recent publications:

- Forthcoming *The Origins of the Moche State: A Case Study in Pristine State Formation*. Fundamental Issues in Archaeology Series. Plenum.
- 2010 "How Moche Rulers Came to Power: Investigating the Emergence of the Moche Political Economy" in *New Perspectives on Moche Political Organization*. Dumbarton Oaks Press.
- 2009 "The Politics of *El Niños*: The Rise and Fall of Prehistoric Politics in the Moche Valley, Peru," with G. Huckleberry in *El Niño, Catastrophism, and Culture Change in Ancient America*. Dumbarton Oaks Press.
- 2008 "Gramalote y el periodo inicial en el valley Moche: nuevos datos de un Viejo sitio de Pescadores," with J.B. Rosario. *Revista del Museo de Arqueología, Antropología e Historia* 10.
- 2008 "An Outbreak of Raiding and Violence in the Central Mesa Verde Region in the 12th Century AD" in *Social Violence in the Prehispanic American Southwest*. University of Arizona Press.



## Richard Bilsborrow

Research Professor, Biostatistics; Fellow, Carolina Population Center, UNC-CH

**Education:** PhD, University of Michigan, 1968

**Appointed/Tenure Status:** 1973/Tenure not applicable

**Languages:** Spanish (4), French (2), Portuguese (1)

**Research/training specializations:** Demography; population, development and the environment; migration; economic development; research methodology; statistics

**Overseas experience:** Brazil, Colombia, Ecuador, Guatemala, Honduras, Mexico, Peru, Venezuela

**Distinctions:** Member, Global Science Panel; International Union for Scientific Study of Population; World Summit of Sustainable Development; assisted National Council on Science and the Environment, National Academy of Sciences on "Priorities for Scientific Research on the Environment," presented to President Bush...anything more recent?

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Problems in Biostatistics; Demographic Techniques

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Contributor, "7 Billion Populations," news segment broadcast on *Al Jazeera English*, 2011.

**Recent publications:**

- 2014 "Consequences of out-migration for land use in rural Ecuador," with C. Gray. *Land Use Policy* 36: 182-191.
- 2013 "Environmental influences on human migration in Ecuador," with C. Gray. *Demography* 50(4):1217-41.
- 2012 *Modos de Vivir y Sobrevivir: Un Estudio Transcultural de Cinco Etnias en la Amazonía Ecuatoriana (Approaches to Life and Surviving: A Cross-cultural Study of Five Ethnic Groups in the Ecuadorian Amazon)*, with F. Lu et al. Editorial Abya Yala.
- 2012 "The use of survey data to study migration-environment relationships in developing countries: alternative approaches to data collection," with Sabine Henry. *Population and Environment* 34:113-141.
- 2011 "Colombian refugees in Ecuador: sampling schemes, migratory patterns, and consequences for migrants," with C. Arguello. *International Journal of Global Environmental Issues* 11(3):271-98.
- 2011 "A cross-cultural analysis of human impacts on the rainforest environment in Ecuador," with F. Lu in Cincotta, R.P. and L.J. Gorenflo (eds.), *Human Populations: Its Influences on Biological Diversity*. Springer Verlag. Pp. 127-151.

## Lucia Binotti

Associate Professor, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, University of California, Santa Barbara, 1990

**Appointed/Tenure status:** 1990/Tenured

**Languages:** Italian (5), Spanish (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish philosophy; cultural thought; linguistic historiography.

**Overseas experience:** France, Italy (country of origin), Spain

**Distinctions:** Institute for Arts and Humanities Fellow, Schwab Fellow Opportunity Fund; Difficult Dialogues Initiative; Kauffman Foundation; External Grants: NEH

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Survey of Spanish American Literature; Afro-Hispanic Language Contacts; Cultural and Linguistic History of the Spanish Language; Spanish Sociolinguistics

**Percentage of time devoted to Latin American/Caribbean Studies:** 25%

**Outreach:** World View: An International Program for Educators; El Pueblo Latino; Durham Rape Crisis Center

**Recent publications:**

- 2013 "Visual Eroticism, Poetic Voyeurism: Ekphrasis and the Complexities of Patronage in Góngora's *Fábula de Polifemo y Galatea* in *Signs of Power in Hapsburg Spain and the New World*, eds. Ignacio López Alemany and Jason McKloskey. Bucknell University Press.
- 2012 *Cultural Capital, Language and National Identity in Imperial Spain*. Tamesis.

## Fidencio Briceño-Chel

Academic Coordinator and Professor, Yucatec Maya Summer Institute, UNC-CH

**Education:** MA, Instituto Nacional de Antropología e Historia, 1997

**Appointed/Tenure status:** 2004/Tenure not applicable

**Languages:** Yucatec Maya (5), Spanish (5), Itzá (5), Mopán (5), Lacandón (2), Chol (2), Chontal (2), French (2) English (2)

**Performance-based language training:** ACTFL Modified Oral-Proficiency Interview Training Workshop, Language Acquisition Resource Center, San Diego State University, 2008

**Research/training specializations:** Yucatec Maya language and culture

**Overseas experience:** Belize, Guatemala, Mexico (country of origin)

**Distinctions:** President, Centro Maya de Estudios Universitarios, 2012; Achievement Award, Instituto para el Desarrollo de la Cultura Maya, Yucatan State Government, 2011; Honorary Member, Academia de la Lengua y Cultura Mayas de Quintana Roo, 2009; Project Coordinator, Catálogo de Lenguas Indígenas Nacionales, 2008-09; Prize for Best Book for Primary Schools, Cámara de la Industria Editorial Mexicana, 2007; Elected Member, Asociación Mexicana de Lingüística Aplicada, 2001-02

**Dissertations and theses supervised in the past 5 years:** N/A

**Relevant courses taught:** Beginning Yucatec Maya; Intensive Yucatec Maya (Level 2), Advanced Yucatec Maya

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Director, Yucatec Maya Documentation Project, on-going; “Los mayas de ayer, de hoy y siempre,” on radio and web, since 2010.

### Recent publications:

- 2013 *Póopol Wuuj: Edición Bilingüe Maya Yucateco-Español*, translation with R. Ramírez. Ediciones El Otro
- 2013 *Manual de Comunicación para Médicos*, translation with Patricia Martín Briceño. UADY
- 2012 *Constitución Política del Estado de Yucatán* (in Maya), Instituto Nacional de Lenguas Indígenas, Comisión Nacional para el Desarrollo de los Pueblos Indígenas.
- 2010 U Almejen Noj A’almajt’aanil U M’úuch’ Péetlu’umilo’ob México (Constitución Política de los Estados Unidos Mexicanos en Maya). Instituto Nacional de Lenguas Indígenas. Comisión Nacional para el Desarrollo de los Pueblos Indígenas.
- 2009 K’alk’alt’aano’ob o K’alk’alak t’aano’ob. (Trabalenguas mayas). CIESAS-LINGUA PAX.
- 2008 A’ Almajt’aan Ku Ts’áaik Ojéeltbil Naciones Unidas Yo’olal U Páajtalil Máasewal Kaa’jo’ob (Declaración de las Naciones sobre los Derechos de los Pueblos Indígenas), versión maya. Comisión Nacional para el Desarrollo de los Pueblos Indígenas.
- 2006 *Na’at le ba’ala paalen: Adivina esta cosa niño (Adivinanzas mayas y yucatecas)*, 2nd ed. Artes de México.

## Michael Brown

Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of Kansas, 2005

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** Spanish (5), Portuguese (2) Italian (2)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Latin American Theatre

**Overseas experience:** Mexico

**Distinctions:** N/A

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Intermediate Spanish, Advanced Conversation

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### Recent publications:

- Forthcoming “Testimonio, Tribunales y Tratamiento: La muerte y la doncella por Ariel Dorfman como terapia narrativa nacional,” in *Revista de la Universidad Iberoamericana*.
- 2014 “Breaking the Dams: Finding Peace by Chile’s Troubled Waters,” in *South Central Review*
- 2009 “Mirror Images: The use of fairytale narration in Elena Garro’s Los recuerdos del porvenir,” in *Revista de Literatura Mexicana Contemporánea*, 40:16, pp. 49-57.

## Elizabeth Bruno

Senior Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2006

**Appointed/Tenure status:** 2006/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish for healthcare professionals

**Overseas experience:** Spain

**Distinctions:** Ueltschi Grant to develop new Spanish-language course, spring 2008; CIBER Scholarship, awarded by Moore School of Business, University of South Carolina, June 2007; Tanner Graduate Teaching Assistant Award for Excellence in Undergraduate Teaching, UNC-CH, spring 2007; Graduate Teaching Award, Department of Romance Languages and Literatures, UNC-CH, spring 2006; Future Faculty Fellowship Program Award, August 2004

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Spanish Service Learning; Spanish Composition and Grammar; Spanish for Medical Professionals; Spanish Community Engagement

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Member, ACTFL, 2008-present; member, MLA, 2002-present; member, SAMLA, 2003-present

**Recent publications:**

2009 *¡A su salud!*: Spanish for Healthcare, 2<sup>nd</sup> ed. Yale University Press.

2007 "Review of *Linking the Americas* by Leslie Feracho." Book review. *Hispanófila* May.

## John Bruno

Professor, Department of Biology, UNC-CH

**Education:** PhD, Brown University, 2000

**Appointed/Tenure status:** 2007/Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Ecology, evolutionary biology, wetlands, disease ecology

**Overseas experience:** Bahamas, Belize, Cuba, Ecuador

**Distinctions:** Invited Student Symposium Speaker, Western Society of Naturalists Annual Meeting, 2012; Pew Marine Conservation Fellowship Nominee, July 2010; Pogue Competitive Research Leave, UNC Vice Chancellors Office, 2010

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Coastal Ocean

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Science Communicator and Co-Developer of SeaMonster, 2011-present

**Recent publications:**

- 2014 "Re-examining the relationship between invasive lionfish and native grouper in the Caribbean." With A. Valdivia, et al., in *PeerJ* 2, e348.
- 2013 "Genetic testing reveals some mislabeling but general compliance with a ban on herbivorous fish harvesting in Belize." With CE Cox, et al., In *Conservation Letters* 6 (2), pp. 132-140
- 2013 "Native Predators do not influence invasion success of Pacific lionfish on Caribbean reefs." With S. Hackerott, A. Valdivia, et al., In *PloS one* 8 (7), e68259
- 2013 "Global imprint of climate change on marine life." *Nature Climate Change* doi:10.1038/nclimate1958.
- 2013 "Illegal shark fishing in the Galápagos Marine Reserve." With LA Carr. In *Marine Policy* 39, pp. 317-321
- 2013 "Ecology: Building a better crystal ball." *Current Biology* 23(11):R473-75.
- 2012 "What to do when the oceans rise?" *PLoS Biology* 10(9):e1001387.
- 2011 "The Pace of Shifting Climate in Marine and Terrestrial Ecosystems." With MT Burrows, et al., In *Science* 334 (6056), pp. 652-655
- 2010 "Global Biodiversity: Indicators of Recent Declines." With SHM Butchart, et al., In *Science* 328(5982), pp. 1164-1168

## Kathryn Burns

Professor, Department of History; Member, Consortium Executive Committee, UNC-CH

**Education:** PhD, Harvard University, 1993

**Appointed/Tenure status:** 2000/Tenured

**Languages:** Spanish (5), Portuguese (4); Latin (3)

**Research/training specializations:** Colonial Latin America; Andes; Latin American gender/women's history

**Overseas experience:** Brazil, Peru

**Distinctions:** Hispanic American Historical Review, Most Cited and Most Accessed Articles, Top 20, 2013; Honorable Mention, Bryce Wood Award for *Into the Archive* Latin American Studies Association 2012; James Johnston Teaching Excellence Award for Undergraduate Teaching 2006; National Humanities Center Fellow, 2002; Hagley Book Prize, Business History Conference for *Colonial Habits*, 2000; Award for the Outstanding Book of 1999, Society for the Study of Early Modern Women; External Grants; NEH, National Humanities Center, Fulbright Hays.

**Dissertations and theses supervised in past 5 years:** 9

**Relevant courses taught:** Latin America under Colonial Rule; History of the Andes; Latin America since 1810

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Into the Latin American Archive, Friends of the Library Hispanic Heritage Month Lecture and Display, 2011

**Recent publications:**

- 2011 "Making indigenous archives: The Quilcaycamayoc of Colonial Cuzco." *Hispanic American Historical Review* 91(4):665-89.
- 2011 "Unfixing Race" in Greer, Margaret R. et al. (eds.) *Rereading the Black Legend: The Discourses of Religious and Racial Difference in the Renaissance Empires*. University of Chicago Press. Pp. 188-202.
- 2011 "Unfixing Race" in Gotkowitz, L. (ed.) *Histories of Race and Racism: The Andes and Mesoamerica from Colonial Times to the Present*. Duke University Press.
- 2010 *Into the archive: writing and power of colonial Peru*. Duke University Press.

## Kia Caldwell

Associate Professor, Department of African, African American, and Diaspora Studies, UNC-CH

**Education:** PhD, University of Texas at Austin, 1999

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Portuguese (5), Spanish (4)

**Research/training specializations:** African Diaspora studies; gender and feminist studies; HIV/AIDS; health disparities

**Overseas Experience:** Brazil

**Distinctions:** American Psychological Association Cybermentoring Program; Faculty Scholar Award, Carolina Women's Center; Junior Faculty Development Award; Mellon Foundation Future of Minority Studies Fellowship; Academic Leadership Program, Institute for the Arts and Humanities, UNC-CH; *Explorations in Global Health Grant*, Institute for Global Health and Infectious Diseases, UNC-CH.

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Blacks in Latin America; Race and Culture in Brazil

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** FAPESP Week North Carolina, 2013; Board of Directors, Women's Birth and Wellness Center, Chapel Hill, North Carolina, March 2012 – present; Chair, Lower School Diversity Committee, Durham Academy, March 2012 – present.

**Recent publications:**

- 2012 "Centering African-Descendant Women in HIV/AIDS Research and Policy in Brazil," Special Issue on Black Feminisms in the Americas, *Meridians*.
- 2010 "A institucionalizacao dos estudos sobre a mulher negra: perspectivas dos Estados Unidos e o Brasil," [The institutionalization of black women's studies: perspectives from the United States and Brazil], *Revista ABPN-Association of Black Brazilian Researchers* 1(1):18-27.
- 2010 "Advocating for citizenship and social justice: black women activists in Brazil" in *The Public and Private: Latin American Women's Movements*, eds. N. Lebon and E. Maier. Rutgers University Press.
- 2007 *Negras in Brazil: Re-Envisioning Black Women, Citizenship, and the Politics of Identity*. Rutgers University Press.

## Cristina Carrasco

Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of Texas at Austin, 2007

**Appointed/Tenure status:** 2011/Tenure not applicable

**Languages:** Spanish (5); Catalan (5); Italian (3); French (2)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** hybrid genres and gender studies; transatlantic studies

**Overseas experience:** Spain (country of origin), Mexico

**Distinctions:** Buchan Award, Fall 2014; College of Arts & Sciences Travel Funds, Spring 2014; Spanish Film Club Award, PRAGDA; Fall 2013; CAS Travel Funds, Fall 2012.

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Intermediate Spanish and Spanish American Literature; Intermediate Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** NC Latin American Film Festival, 2013; Invited judge poetry contest, Burton Magnet Elementary School, Durham, November, 19<sup>th</sup>, 2013; Invited speaker "Latino Leaders Section": *Hola North Carolina* Fox 50 TV, June 4, 2013; Invited guest: "Platiquemos" Radio Show WCOM 103.5 FM, September 13<sup>th</sup>, 2013.

### Recent publications:

- Forthcoming "Transatlantic Revisions of the Conquest in Inma Chacón's *La princesa india*" in *Colonial Itineraries of Contemporary Mexico. Literary and Cultural Inquiries*, eds. O. Estrada and A. Nogar. University of Arizona Press.
- 2012 "Disidencias literarias en *París no se acaba nunca* de Enrique Vila-Matas" in *Enrique Vila-Matas: espejos de la ficción*, ed. Felipe Ríos Baeza. Eón.
- 2012 "Contestatory Fairytales and Liminal Spaces in Guillermo del Toro's *Pan's Labyrinth*." *Revista de Humanidades* 31-32 (2011-2012):13-30.
- 2012 "Cuando la amistad vive en la ficción: las autobiografías excéntricas de Sergio Pitó y Enrique Vila-Matas." *Revista Mexicana de Literatura Contemporánea* 59(2012):xxxix-xliii.

## Frederico Castellões

Lecturer, Department of Romance Languages & Literatures (Portuguese), UNC-CH

**Education:** MA; Appalachian State University

**Appointed/Tenure status:** 2009/Tenure not applicable

**Languages:** Portuguese (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Research, implement and maintain modern methodology for foreign language acquisition

**Overseas experience:** Brazil

**Distinctions:** Advisor, U.S.-Brazil Sustainability and Sustainable Development Education Program, U.S.-Brazil Higher Education Consortia Program, FIPSE, U.S. Department of Education, Appalachian State University, 2010-2014

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Portuguese I; Elementary Portuguese II; Intermediate Portuguese I; Intermediate Portuguese II

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** NC Brazilian Carnival, 2014; Mentor, Foreign Languages Programs, Caldwell Community College and Technical Institute; Capoeira teacher, Mayland Community College

## **Teresa Chapa**

Latin American and Iberian and Latina/o Studies Librarian, University Libraries, UNC-CH  
Member, ISA Advisory Board, UNC-CH

**Education:** PhD, University of Kansas, 1992

**Appointed/Tenure status:** 2000, Tenure not applicable

**Languages:** Spanish (5), Portuguese (3), French (2), Catalan (2)

**Research/training specializations:** Latin American women writers; contemporary Latin American poetry; Latino studies

**Overseas experience:** Collection development trips to Argentina, Brazil, Chile, Colombia, Cuba, Dominican Republic, Guatemala, Mexico, Peru, Portugal, Spain, Uruguay, 2000-09; Instructor, Mexico, 1989

**Distinctions:** Chair of Access and Bibliography Substantive Committee, 2010-present, Latin American Studies Southeast Regional Libraries (LASER), member 2000-present, Chair, 2011-present, Seminar on Acquisition of Latin American Library Materials (SALALM) Film Curator 2013 and 2012; Editor, Bibliographic Section of *Cuban Studies*; Chair, Latin American Microforms Project, Center for Research Libraries; Chair Acquisitions Committee, SALALM; Chair, Center for Research Libraries Resources Project Outreach Committee; Mellon Post-Doctoral Fellowship in Latin American Research Librarianship, Duke University, 1998-99

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Board Member, World Libraries Partnership, 2001-07

### **Recent publications/presentations:**

- 2013 "Biblioteconomía en los Estados Unidos: Desarrollo de Colecciones sobre Latinoamérica," Guatemala Book Fair.
- 2013 "Acquiring the Unique and Unusual in Latin America and Spain," SALALM Annual Meeting
- 2012 "Latin American Book Arts: Challenging Tradition and a Challenge to Collect," SALALM Annual Meeting (Organized panel and delivered presentation).
- 2010 American Librarians Association (ALA), Orientation for Academic Librarians, Guadalajara Feria Internacional del Libro
- 2010 Roundtable: Collaborative Collection Development, SALALM Annual Meeting

## **John Chasteen**

Professor, Department of History

Member, ISA, Advisory Board, UNC-CH

Chair, Latin America in Translation, UNC-Duke Consortium

**Education:** PhD, University of North Carolina at Chapel Hill, 1988

**Appointed/Tenure status:** 1994/Tenured

**Languages:** Spanish (5), Portuguese (4)

**Research/training specializations:** 19th-century Brazil and Spanish America, politics, nationalism, social dance.

**Overseas experience:** Argentina, Brazil, Colombia, Cuba, Uruguay

**Distinctions:** Patterson Distinguished Term Professor, 2005-2010

**Dissertations and theses supervised in the past 5 years:** 8

**Relevant courses taught:** Latin America since Independence (with Spanish Language Across the Curriculum section); Independence and Revolutions in Latin America History; History of Brazil

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** K-12 teacher workshop on the 2010 bicentennial of Latin American Independence.

### **Recent publications:**

- 2011 *Born in Blood and Fire: A Concise History of Latin America*, 3<sup>rd</sup> ed. W.W. Norton.
- 2011 *Born in Blood and Fire: Latin American Voices*, editor and translator. W.W. Norton.
- 2010 *Latin American Independence: An Anthology of Sources*, editor and translator with S. Chambers. Hackett Publishers.
- 2010 *Santa: A Novel of Mexico City* by Federico Gamboa, editor and translator University of North Carolina Press.
- 2008 *Americanos: Latin America's Struggle for Independence*. Oxford University Press.
- 1993 *The Contemporary History of Latin America*, with T. Donghi. Duke University Press.

## Fred Clark

Professor, Department of Romance Languages & Literatures (Portuguese)  
Academic Coordinator, Carolina Covenant (scholarship program for low-income students), UNC-CH

**Education:** PhD, University of Florida, 1968

**Appointed/Tenure status:** 1967/Tenured

**Languages:** Portuguese (5), Spanish (5)

**Research/training specializations:** Brazilian literature; semiotics of theater; Brazilian women dramatists

**Overseas experience:** Regular research and conference trips to Brazil since 1960s.

**Distinctions:** C. Knox Massey Distinguished Service Award, 2006; Oskar Nobling Award for Contributions to Teaching of Brazilian Literature at University Level, Brazilian Society of Language and Literature, 1997, ILAS Awards Coordinator, 1999-2000

**Dissertations and theses supervised in the past 5 years:** 13

**Relevant courses taught:** Modern Brazilian Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Recent publications:**

- |      |  |
|------|--|
| 2005 | <i>Dictionary of Literary Biography. Brazilian Writers</i> , ed. with M. Rector. The Gale Group  |
| 2004 | <i>Dictionary of Literary Biography. Portuguese Writers</i> , ed. with M. Rector. The Gale Group   |
| 1995 | <i>Spectator, Character, Text: Semiotic Readings of Nelson Rodrigues' Theater</i> . Albatros-Hispanófila.  |
| 1991 | "Impermanent Structures: Semiotic Readings of Nelson Rodrigues' <i>Vestido de noiva</i> , <i>Álbum de família</i> , and <i>Anjo negro</i> ." North Carolina Studies in the Romance Languages and Literatures. Department of Romance Languages and Literatures, UNC-CH. |
| 1980 | <i>The Wedding Dress: Translation and Study of Nelson Rodrigues' Vestido de novia</i> . Albatros-Hispanofila.  |

## Shelley Clarke

Department Manager, Institute for the Study of the Americas  
Member *Ex-Officio*, ISA Advisory Board and UNC-Duke Consortium Executive Committee, UNC-CH

**Education:** AA, Inver Hills Community College, 1972; Supervisory Resources Program, 2000, UNC-CH; Certified Human Resources Facilitator, 2001, UNC-CH; Tar Heel Certificate Program, 2005, UNC-CH; Communications Skills Certificate Track, 2008, UNC-CH

**Appointed:** 2000/Tenure not applicable

**Languages:** Spanish (1)

**Administrative experience:** Accounting and office management (14 years of experience at UNC-CH)

**Overseas experience:** Guatemala, Mexico, Puerto Rico

**Distinctions:** Star Heels Award, 2014; University Managers Association, Manager of the Year, University of North Carolina at Chapel Hill, 2013; nominated for Unsung Heroes and Excellence in Management Awards; Member, Global Education Center, Art Committee, 2007-2014; Mentor, Business Manager Mentorship Program, 2008-present; Member, UNC Procurement Services, eProcurement User's Committee, College of Arts & Sciences, 2010

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Volunteer, Safe Passage/Camino Seguro (Guatemala-based education and social justice non-profit organization); Volunteer, Carolina Performing Arts

## Richard Cole

John Thomas Kerr Jr. Distinguished Professor, School of Journalism and Mass Communication  
Dean Emeritus UNC-CH School of Journalism and Mass Communication, UNC-CH

**Education:** PhD, University of Minnesota, 1971

**Appointed/Tenure status:** 1974/Tenured (Emeritus)

**Languages:** Spanish (4)

**Research/training specializations:** International communication; concerns of professional journalists; education for Journalism and mass communication

**Overseas experience:** Brazil, Chile; Cuba, Mexico, Puerto Rico

**Distinctions:** Director, Visiting International Scholars Program, UNC School of Journalism and Mass Communication; Awardee, Distinguished Service Medal Citation, UNC General Alumni Association; Awardee, Freedom Forum Medal for Distinguished Accomplishments in Journalism/Mass Communication Administration; Vice President, International Association for Mass Communication Research, 1984-2005; Accredited by the National Journalism-Mass Communication Accreditation Organization

**Dissertations and theses supervised in the past five years:** 10

**Relevant courses taught:** Mass Communication in Mexico, team-taught course with U. Tecnológica de Monterrey, includes a 10 day trip to Mexico

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- 1999      *Communication in Latin America, Journalism, Mass Media, and Society*, editor. Scholarly Resources  
1984      "An American View of the New World Information Order," with R.L. Stevenson. *Cultures*. UNESCO.  
1980      *Foreign News and the New World Information Order*, with R. L. Stevenson. Debate. Report to the U.S. International Communication Agency.

## Rudolf Colloredo-Mansfeld

Professor and Chair, Department of Anthropology, UNC-CH

**Education:** PhD, University of California, Los Angeles, 1996

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (4), Quichua (3)

**Research/training specializations:** Andean studies, indigenous communities, material culture, globalization

**Overseas experience:** Ecuador

**Distinctions:** Center for Faculty Excellence, 2013; President, Society of Economic Anthropology, 2009-present; Recipient, Faculty Scholar Award, University of Iowa, 2005; Recipient, Fulbright Lecturing Research Award-CIES Program, 2005-2006; Honorable Mention, Society for Economic Anthropology Book Prize for *The Native Leisure Class: Consumption and Cultural Creativity in the Andes*, 2003; Condecoración de Mérito, La Unión de Artesanos Indígenas del Mercado Centenario de Otavalo, 2001. External Grants: NSF, Fulbright

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Culture and Consumption; Latin American Economy and Society

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Technical Advisor, Unión de Artesanos Indígenas del Mercado Centenario de Otavalo, 2001-Present; Hispanic Heritage Week Programming Associate, Columbus Junction, IA, Community Development Office, 2008

**Recent publications:**

- 2012      "Politics of Place and Urban Indígenas in Ecuador's Indigenous Movement" in *Histories of race and racism: the Andes and Mesoamerica from colonial times to the present*, ed. L. Gotkowitz. Duke University Press.
- 2009      *Fighting Like A Community: Andean Civil Society in an Era of Indian Uprisings*. University of Chicago Press.
- 2009      "Economic Clusters or Cultural Commons?: The Limits of Competition-Driven Development in the Ecuadorian Andes," with Jason Antrosio. *Latin American Research Review* 44(1):132-57.
- 2008      "Globalization from Below and the Political Turn among Otavalo's Merchant Artisans" in *The Ecuador Reader*, eds. C. De la Torre and S. Striffler. Duke University Press.
- 2007      "The Power of Ecuador's Indigenous Communities in an Era of Cultural Pluralism." *Social Analysis* 51(2):86-106.



## Glynis Cowell

Master Lecturer and Director of Spanish Language Program, Department of Romance Languages & Literatures; Faculty Mentor, Johnston Scholars Program (Open Access program); Assistant Dean, Academic Advising, UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 1990

**Appointed/Tenure status:** 1994/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based language training:** PhD in Curriculum and Instruction; ACTFL OPI Tester Certification in Spanish

**Research/training specializations:** Spanish Literature and culture; foreign language teaching and learning

**Overseas experience:** Bolivia, Spain

**Distinctions:** Buchan Fund, 2014; Class of 1996 Award for Advising Excellence, 2013; National Academic Advising Association New Faculty Advisor Award, 2010; Pearson Education, Inc., Product of the Year Award for North America, ¡Anda: Curso elemental!, 2010; Co-recipient, APPLIES Service-Learning Award in Honor of Ned Brooks, 2007; Graduate Student Mentor Award, 2002-03; Undergraduate Teaching Award, 1996

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Spanish I and II

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Spanish Program Evaluation, North Carolina School of Science and Math; Coordinates workshops for elementary and secondary school language teachers

### Recent publications:

- 2013            *¡Anda!: curso intermedio*. Vol. 2, 2<sup>nd</sup> ed., with J. LeLoup. Prentice Hall
- 2013            *¡Anda!: curso intermedio*. Vol. 1, 2<sup>nd</sup> ed., with J. LeLoup. Prentice Hall
- 2013            *¡Anda!: curso elemental*. Vol 1, 2<sup>nd</sup> ed., with A. Heining-Boynton. Prentice Hall
- 2013            *¡Anda!: curso elemental*. Vol 1, etext, with A. Heining-Boynton. Prentice Hall
- 2012            Workbooklet for *¡Anda!: curso elemental*, with A. Heining-Boynton. Prentice Hall

## Altha Cravey

Associate Professor, Department of Geography; Member, ISA Advisory Board, UNC-CH

**Education:** PhD, University of Iowa, 1993

**Appointed/Tenure status:** 1994/Tenured

**Languages:** Spanish (4), French (2)

**Research/training specializations:** Latin America, social theory, third world development

**Overseas experience:** Costa Rica, Ecuador, Guatemala, Mexico, Nicaragua

**Distinctions:** Center for Urban and Regional Studies Fellow; External Grants: NC Arts Council; NSF; NIH

**Dissertations and theses supervised in the past 5 years:** 5

**Relevant courses taught:** Local Places in a Globalizing World; Mobile Geographies; Urban Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Oaxaca and Southern Mexico: World View: International Program for Educators, 2011; Chapel Hill Public Library film screening and discussion, 2010; Balance and Accuracy in Journalism, 2006

### Recent publications:

- 2013            "Media Pedagogy in Action: The Making of The Virgin Appears in 'La Maldita Vecindad,'" with M. Petit. *Journal of Geography* 113(2):68-77.
- 2012            "A Critical Pedagogy of Place: Learning through the Body," with M. Petit. *Feminist Formations* 24(2):100-199.
- 2012            "U.S.-Mexico Borderlands" in *Placing Latin America: Contemporary Themes in Geography*, 2<sup>nd</sup> ed., eds. E. Jackiewicz and F. Bosco. Rowman & Littlefield Publishers.
- 2011            "Open for Business" in *Mapping Latin America: Space and Society*, eds. K. Offen and J. Dym. University of Chicago Press.
- 2010            "Media geographies in the Oaxacan uprising in Oaxaca: documenting the 'people's guelaguetza'." *Aether: the Journal of Media Geography* vi:10-13.
- 2009            *Linked Labor Histories: New England, Colombia, and the Making of a Global Working Class*, with A. Chomsky. Duke University Press.

## Hélène de Fays

Senior Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of North Carolina-CH, 2004

**Appointed/Tenure status:** 1995/Tenure not applicable

**Languages:** Spanish (5); French (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** 20<sup>th</sup> century Latin American literature; postmodernism; cinema and pop culture

**Overseas experience:** Spain

**Distinctions:** Sigma Delta Pi (National Spanish Honor Society)

**Dissertations and theses supervised in past 5 years:** 1

**Relevant courses taught:** Spanish conversation and grammar; Spanish American civilization and culture

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

### Recent publications:

Forthcoming "The Cultures of Contemporary Spain," with A. Muñoz. Textbook.

2008 *Cultural History of the Hispanic World*, with L. King. Great River Technologies.

2008 *El mundo hispano a lo largo de los años*, with L. King. Kendall/Hunt.

2004 "Warnings from the future: nature and technology in Spanish American science fiction." Diss. Department of Romance Languages and Literatures, University of North Carolina-Chapel Hill.

## María Deguzmán

Professor, Department of English and Comparative Literatures; Director, Latino/a Studies Minor, UNC-CH

**Education:** PhD, Harvard University, 1997

**Appointed/Tenure status:** 1999/Tenured

**Languages:** Spanish (5), French (2), Latin (2)

**Research/training specializations:** Latina/o literatures and theory; visual studies, construction of identity

**Overseas experience:** Puerto Rico, Spain

**Distinctions:** University Tanner Award for Excellence in Undergraduate Teaching, 2005

**Dissertations and theses supervised in past 5 years:** 13

**Relevant courses taught:** Imagining the Americas; Literature of the Americas

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** WUNC-TV; WCHL-Radio; Director, Hispano-Latin American-Jewish Discussion Group

### Recent publications:

Forthcoming *Americana inDependence: Spain in Anglo-American Culture*. University of Minnesota Press.

2012 "Una herida abierta: Free Trade's Bloody Transnational Flows in Alicia Gaspar de Alba's *Desert Blood*," *Revista de Literatura Mexicana Contemporanea* 53(2012):1025-29.

2010 "'Darkness, my night': The Philosophical Challenge of Gloria Anzaldúa's *Aesthetics of the Shadow*" in *Bridging: How and Why Gloria Evangelina Anzaldúa's Life and Work Transformed Our Own*, eds. G. Gonzalez-Lopez and A.L. Keating. University of Texas Press.

2005 *Spain's Long Shadow: The Black Legend, Off-Whiteness, and Anglo-American Empire*. University of Minnesota Press.

2005 "La histórica noche de deseo: recuperando una comunidad 'queer' en *El día de la luna de Graciela Limón*," in *Revista Iberoamericana*, special issue, eds. F. Aparicio and A. Sandoval-Sánchez. Fall.

## Emilio Del Valle Escalante

Associate Professor and Diversity Liaison, Department of Romance Languages & Literatures; Faculty Coordinator, Abya Yala Working Group; Faculty Affiliate, American Indian and Indigenous Studies, UNC-CH

**Education:** PhD, University of Pittsburgh, 2004

**Appointed/Tenure status:** 2007/Tenure eligible

**Languages:** Spanish (5), Maya K'iche' (1)

**Research/training specializations:** Indigenous literatures and social movements; 20th - 21st Century Latin America; Central American literatures and cultures; Cultural and postcolonial studies

**Overseas experience:** El Salvador, Guatemala, Mexico, Nicaragua, Peru

**Distinctions:** Boren Fellowship, Institute for Arts and Humanities, 2013; Mentor, Moore Undergraduate Research Apprentice Program (MURAP), 2012; Westfeldt Bunting Foundation Summer Scholar, School of Advanced Research, 2008; External Grants: NEH Summer Institute.

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Mexico, Central America, Andean Regions; Contemporary Central American Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Open Class: Mesoamerica Through its Literature, 2012; First Amendment Day: Banned and in the Rare Book Collection, Friends of the Library, 2012.

### Recent publications:

- 2013 "Literatura maya contemporánea y la cuestión de la modernidad: Xib'alb'a como alegoría de la globalización." *Revista Casa de las Américas* 271(abril-junio 2013):34-47.
- 2012 "Poesía maya contemporánea y la economía discursiva de los maya culturales: Gaspar Pedro González y Victor Montejo" in *Hacia una historia de las literatures centroamericanas*, eds. B. Cortez et al. F&G Editores.
- 2012 "Del campo a la ciudad: Xib'alb'a como metáfora de la globalización en *Casa solitaria* de Rosa Chávez." *Bulletin of Hispanic Studies* 89(2):193-209.
- 2011 "El viaje a los orígenes y la poética decolonial Maya en *Madre, nosotros también somos historia* de Francisco Morales Santos." *Revista de crítica literaria latinoamericana* 37(74):351-74.
- 2010 "Introduction" in *Uk'u'x kaj, uk'u'x ulew: Antología de poesía maya guatemalteca contemporánea*. Instituto Internacional de Literatura Iberoamericana.

## Luis Diaz

Professor and Chair, Department of Dermatology, UNC-CH

**Education:** MD, U. Nacional de Trujillo, 1967

**Appointed/Tenure status:** 1973/Tenured

**Languages:** Portuguese (5), Spanish (5)

**Research/training specializations:** Medieval Spanish literature, especially 15th century poetry, court theater, ideology and literature, mythology, computer applications in the Humanities.

**Overseas experience:** Spain

**Distinctions:** President Elect, Association of Professors of Dermatology, 2014

**Dissertations and theses supervised in past 5 years:** 1

**Relevant courses taught:** Director of UNC School of Medicine-University of Trujillo (Peru) student exchange program; University of Sao Paulo student exchange program.

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

### Recent publications:

- 2012 "Brazilian pemphigus foliaceus anti-desmoglein 1 autoantibodies cross-react with sand fly salivary LJM11 antigen. Rapid Communication, *J Immunology*, 189: 1535-1539
- 2012 "An Insight into the Sialotranscriptome of *Triatoma matogrossensis*, a Kissing Bug Associated with Fogo Selvagem in South America." *Am J Tropical Med and Hyg*, 86:1005-1014
- 2012 "IgG Autoantibody Response Against Keratinocyte Cadherins in Endemic Pemphigus Foliaceus (Fogo Selvagem)." *J Invest Dermatol*, 132:2573-2580.
- 2000 "The prevalence of antibodies against desmoglein 1 in endemic pemphigus foliaceus in Brazil." *N. Engl J Med* 343:23-30

## Frank Domínguez

Professor, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of Michigan, 1973

**Appointed/Tenure status:** 1973/Tenured

**Languages:** Spanish (5), English (5), French (4), German (2), Italian (2), Latin (2)

**Research/training specializations:** Medieval Spanish literature, especially 15th century poetry, court theater, ideology and literature, mythology, computer applications in the Humanities.

**Overseas experience:** Spain

**Distinctions:** Mentor of Year, Department of Romance Languages and Literatures, 2011; John K. Walsh Award for Outstanding Article in Medieval and Early Modern Literature, Modern Language Association, 2009; External Grants: ACLS, NEH, Institute for Academic Technology, and the U.S. Department of Education

**Dissertations and theses supervised in past 5 years:** 22

**Relevant courses taught:** Special Readings in Literature; History of the Spanish Language

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- Forthcoming "La muerte del conde de Niebla en *El Laberinto de Fortuna* de Juan de Mena y en el poema de *Carajicomedia* atribuido a Juan de Hempudia." *eHumanista*.
- 2011 "Laberintos, *mappae mundi*, y geografías en *El Laberinto de Fortuna* de Juan de Mena y *Las Trezientas*." *La corónica* 40(1): 149-82.
- 2011 "The Burlesque "Contrafacta" of Juan de Mena's *El Laberinto de Fortuna*: The Anonymous *Carajicomedia* and Cristóbal de Castillejo's "A cierto escribano confeso." *La pluma es lengua del alma: Ensayos en Honor de E. Michael Gerli*. Juan de la Cuesta.

## Eduardo Douglas

Associate Professor, Department of Art, UNC-CH

**Education:** PhD, University of Texas at Austin, 2000

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (5), Portuguese (2), French (4), Nahuatl (2), Latin (3), German (2)

**Research/training specializations:** Pre-Columbian studies, Latin American visual culture, Indigenous artwork

**Overseas experience:** Mexico

**Distinctions:** Eleanor Tufts Book Prize, American Society for Hispanic Art Historical Studies, 2012; Co-winner, Association for Latin American Art Book Award, 2011; External Grants: Mellon; Dumbarton Oaks; SSRC

**Dissertations and theses supervised in the past 5 years:** 3

**Relevant courses taught:** Introduction to Latin American Visual Culture; Introduction to Art and Architecture of Pre-Hispanic Mesoamerica; Latin American Modernisms; Religious Architecture and Visual Culture in Latin America; Art and Architecture of Viceregal Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Art and Politics in Mexico, Al-Jazeera America, 2013; O'Banion on the Cruzada Indulgence, Symposium Magazine, Digital Journalism for Academics Seeking to Engage the Public, 2013.

**Recent publications:**

- 2012 "Colonial Documents" in *Oxford Handbook of Mesoamerican Archaeology*, eds. D. L. Nichols and C. Pool. Oxford University Press.
- 2011 "Our Fathers, Our Mothers: Painting and Indian Genealogy in New Spain" in *Contested Visions in Colonial Spanish America*, ed. I. Katzew. Los Angeles County Museum of Art and Yale University Press.
- 2011 *In the Palace of Nezahualcoyotl: Painting Manuscripts, Writing the Pre-Hispanic Past in Early-Colonial-Period Tetzaco, Mexico*. University of Texas Press. (Co-winner, 2011 ALAA book award.)

## Arturo Escobar

Kenan Distinguished Professor of Anthropology; Member, Latin America in Translation Committee, UNC-CH

**Education:** PhD, University of California at Berkeley, 1987

**Appointed/Tenure status:** 2000/Tenured

**Languages:** Spanish (5), English (5), Catalan-Valencian-Balear (2), Portuguese (3),

**Research/training specializations:** political ecology, development and cultural studies

**Overseas experience:** Argentina, Colombia (country of origin), The Netherlands, Spain

**Distinctions:** Member, International Advisory Board, Minister of Culture of Ecuador, 2012-present; Competitive Senior Faculty Leave, 2012; Life-time Achievement Award, Colombian Institute of Anthropology and History, 2012; Doctorate Honoris Causa, U. of Manizales, 2012; Live-time Achievement Award, Colombia Section, LASA, 2012; Distinguished Teaching Award for Post-Baccalaureate Instruction, 2006; Director, Institute of Latin American Studies, UNC-CH and Co-Director UNC-Duke Consortium in Latin American Studies, 2004-07; Member, Executive Council, LASA, 2001-04. Named one of *Fifty Key Thinkers on Globalization*, eds. W.D. Coleman and A. Sajed. External Grants: Fulbright, Guggenheim, William and Flora Hewlett, MacArthur, and Rockefeller Foundations

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Anthropology of Development; Development in Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Palabras al Margen, YouTube, 2013

**Recent publications:**

- 2013 *Una minga para el postdesarrollo. Lugar, medio ambiente y movimientos sociales en las transformaciones globales.* U. Nacional Mayor de San Marcos y Programa Democracia y Transformación Global.
- 2013 "L'invention du développement" in *Etre comme eux? Perspectives critiques sur le développement en Amérique Latine*, ed. N. Pinet. Paragon.
- 2011 *Encountering Development: The Making and Unmaking of the Third World, 2nd Edition.* Princeton University Press. In Spanish (1996); Chinese (2011); Japanese (in preparation).
- 2010 "Latin America at a Crossroads: Alternative Modernizations, Postliberalism, or Postdevelopment?" *Cultural Studies* (24)1:1-65.

## Bruno Estigarribia

Assistant Professor, Department of Romance Languages & Literatures (Spanish); Research Assistant Professor, Cognitive Science Program, Department of Psychology; Affiliate Faculty, Curriculum in Global Studies, UNC-CH  
Faculty Sponsor, Language Contact and Multilingualism Working Group, UNC-Duke Consortium

**Education:** PhD, Language Acquisition/Linguistics, Stanford University, 2007

**Appointed/Tenure status:** 2011/Tenure-eligible

**Languages:** Spanish (5); Arabic (3); Dutch (3); French (5); Greek (2); Guarani (2); Italian (2); Norwegian (2); Turkish (3)

**Research/training specializations:** Spanish phonetics and phonology; language acquisition of Spanish; grammatical structures of Spanish

**Overseas experience:** Argentina (country of origin), France

**Distinctions:** Junior Faculty Development Award, 2013; semi-finalist, Board of Governors Teaching Excellence Award, 2013; honorary member, Sigma Delta Pi; IAH Innovation Fund, 2012; UNC Odum Social Science Seed Grant for Multidisciplinary Research, Odum Institute for Social Science, 2010-2011; UNC University Research Council Grant, 2011-12; travel grant recipient, International Lexical Functional Grammar Association, 2005.

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Grammatical Structures of Spanish Language; First and Second Language Acquisition of Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Guarani Night, 2013.

**Recent publications:**

- 2013 "Rioplatense Spanish clitic doubling and 'tripling' in lexical-functional grammar" in *Selected Proceedings of the 2011 Hispanic Linguistics Symposium*, eds. C. Howe et al. Cascadilla Proceedings Project.
- 2013 "Harder words: Learning abstract verbs with opaque syntax," with M. Becker. *Language Learning and Development* 23:211-44.
- 2012 "Cognitive, environmental, and linguistic predictors of language skill in populations with intellectual disability," with G. Martin. *Journal of Speech, Language, and Hearing Research* 55(6):1600-12.

## Oswaldo Estrada

Associate Professor of Spanish, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** Ph.D. University of California, Davis, 2004

**Appointed/Tenure status:** 2007/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Contemporary Latin American literature and culture, Mexico and Peru, gender and identity, new narrative, new historical novel, rewritings of history, colonial literature

**Overseas Experience:** Mexico, Peru

**Distinctions:** Research and Study Assignment, 2009; MURAP Summer Faculty Fellowship, 2009; University Research Council Award, 2009; Junior Faculty Development Award, 2008; External Grants: NEH

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Latin American Culture: Mexico, Central America, and the Andean Region; Survey of Latin American Literature; Identity Matters in Mexican Literature; The New Historical Novel; Beyond Feminist Perspectives in Latin American Literature; Rooms of Their Own: Women's Writing in Latin America

**Percentage of time devoted to Latin American/Caribbean Studies:** 50-100%

**Outreach:** Interview, Rey Andújar." *Hispanérica. Revista de Literatura* 121 (2012): 45-52; NC Latin American Film Festival

**Recent publications:**

- Forthcoming "Four Letters and a Funeral: Sor Juana's Writing in *Yo, la peor*" in *Colonial Itineraries of Contemporary Mexico: Literary and Cultural Inquiries*, co-edited with A. Nogar. University of Arizona Press.
- 2013 "Humor y tragedia: la risa carnavalesca de Juan Rulfo en 'Anacleto Morones.'" *Miríada Hispánica* 7:87-97.
- 2013 "Ciclos de violencia y senderos de otredad: Daniel Alarcón en *War by Candlelight*." *Chasqui: Revista de Literatura Latinoamericana* 42(2):108-21.
- 2013 "Bernal Díaz y Alfonso Reyes: diálogo de crónicas y conquistas novelescas." *Revista de Estudios Hispánicos* 47(1):79-101.

## Patrícia Helena Fuentes Lima

Lecturer and Portuguese Program Coordinator, Department of Romance Languages and Literatures (Portuguese), UNC-CH  
Lecturer, Working Portuguese, Kenan-Flagler Business School, UNC-CH

**Education:** PhD, University of North Carolina-Chapel Hill

**Appointed/Tenure status:** 2008/Tenure not applicable

**Languages:** Portuguese (5), Spanish (4), Swedish (2)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Luso-Brazilian literature, cinema, Brazilian fiction

**Overseas Experience:** Brazil

**Distinctions:** Mellon Foundation, 2008; Tinker Foundation, 2006

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Beginner Working Portuguese; Elementary Portuguese; Oral Communication; Luso-Brazilian Civilization

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Interpreter and hostess, Kafic (French dance company), Carolina Performing Arts; Member, Fundacao Casa de Rui Barbosa Committee for the Program de Incentivo a Producao de Conhecimento Técnico e Científico na Área de Cultura; Language Evaluator, Portuguese, Fulbright U.S. Student Program for Portuguese

**Recent publications:**

- 2012 "O Narrador: vozes do feminino e do masculino em Acqua Toffane e Valsa Negra." *Romance Notes* 52(2):123-33
- 2010 "Chapadão: o poeta, o poema e os sentidos de casa." *Rivista di Studi Portoghese e Brasiliani*. Anno XII(2010):35-46.
- 2010 "Jobim, harmonia na diversidade: um pacto com a identidade brasileira." *Revista Designis* 14.
- 2008 "Antonio Carlos Jobim e a imprensa." *Letterature d'America* XXVII-XXVIII(119/120):131-46.

## David García

Associate Professor, Department of Music, UNC-CH

**Education:** PhD, The City University of New York, 2003

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Ethnomusicology; Latin American music, Cuban popular music.

**Overseas experience:** Cuba, Curaçao

**Distinctions:** Associate Professor Support Program, College of Arts and Sciences, UNC-CH, 2011-15; Moore Undergraduate Research Apprentice Program, UNC-CH, 2011; Student Undergraduate Teaching and Staff Award, 2009; Indies Arts Award, Independent Weekly of the Triangle for bringing Latin music to UNC-CH and the Community, 2008

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Introduction to Latin American Music; Ensemble: Charanga

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Director, Charanga Carolina (UNC Cuban and Salsa ensemble) performances at FestiFall, Durham Academy, Creekside Elementary, among many others; Global Music Show, 2013.

**Recent publications/recordings:**

- 2012 "The Afro-Cuban Soundscape of Mexico City: Authenticating Spaces of Violence and Immorality in *Salón México* and *Víctimas del Pecado*" in *Screening Songs in Hispanic and Lusophone Cinema*, eds. L. Shaw and R. Stone. Manchester University Press.
- 2012 *Viva Cackalacky: Latin Music in the New South*, 19-track CD produced with the students of Music 258: Musical Movements: Migration, Exile, and Diaspora Spring 2012 class.
- 2011 *La Familia*, 12-track CD, Steady State Studies.
- 2008 "Embodying Music/Othering Dance: The Mambo Body in Havana and New York City" in *Ballroom Boogie, Shimmy Sham, Shake: A Social and Popular Dance Reader*. University of Illinois Press.
- 2006 *Arsenio Rodríguez and the Transnational Flows of Latin Popular Music*. Temple University Press.

## Hannah Gill

Assistant Director, Institute for the Study of the Americas; Research Associate, Center for Global Initiatives;  
Member Ex-Officio, ISA Advisory Board and UNC-Duke Consortium in Latin American and Caribbean Studies, UNC-CH

**Education:** PhD, University of Oxford, 2004

**Appointed/Tenure status:** 2004, Tenure not applicable

**Languages:** Spanish (4), French (3), Italian (2)

**Research/training specializations:** Social Anthropology Latin American and Caribbean immigration

**Overseas Experience:** Bolivia, Dominican Republic, Ecuador, Mexico

**Distinctions:** APPLES Teaching Excellence Award, 2014; 2012 AARP North Carolina Multicultural Outreach Award, Robert E. Bryan Public Service Award, 2008, Undergraduate Teaching Award, 2007; Rockefeller Postdoctoral Scholar, 2004. External Grants: National Endowment for the Humanities, Z. Smith Reynolds Foundation

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Latin American Immigration Perspectives: Ethnography and Action

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Project director, Building Integrated Communities Initiative with Local Municipalities; Project director, New Roots Oral History; Latin American immigration presentations to 1,600 people across North Carolina annually, Immigration Policy Community Conference Series, 2013, 2009; leader, Carolina Navigators (K-12 presentations), 2005-06

**Recent publications:**

- Forthcoming "Community Planning for Immigrant Integration," with M. Nguyen and M. Andrew in *Multicultural Planning in the 21<sup>st</sup> Century*, ed. M. Burayidi.
- 2014 "Building Integrated Communities in High Point, N.C.," with M. Nguyen et al. A publication of the Latino Migration Project. UNC-Chapel Hill.
- 2013 "Innovations in immigrant incorporation: High Point, N.C.," with M. Nguyen and M. Andrew. *Progressive Planning Magazine* Spring 2013.
- 2012 "Latinos in North Carolina: A Growing Part of the State's Economic and Social Landscape." Policy report. The Immigration Policy Center.
- 2011 "Adapting to a Plural Culture and the Future of the South," with D. Weissman in *A Way Forward: Building a Globally Competitive South*, eds. D. Gitterman and P. Coclanis. UNC Press.
- 2010 *The Latino Migration Experience in North Carolina: New Roots in the Old North State*. UNC Press

### **Luis Marcelino Gomez**

Senior Lecturer, Department of Romance Languages & Literatures (Portuguese), UNC-CH

**Education:** PhD, Florida International University, 2001

**Appointed/Tenure status:** 2003, Tenure not applicable

**Languages:** Spanish (5); Portuguese (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** 19<sup>th</sup> century Latin American literature and film

**Overseas experience:** Angola, Cuba (country of origin), Spain

**Distinctions:** Finalist, Juan Rulfo Short Story Prize

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Portuguese I and II

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- |      |   |
|------|---|
| 2011 | <i>Cuando llegaron los helechos</i> . Monte Ávila Editores. |
| 2004 | <i>Memorias de Angola</i> . Editorial Panamericana.         |
| 2002 | <i>Oneiros</i> . Termino Editorial.                         |
| 1994 | <i>Donde el sol es más rojo</i> . La Torre De Papel.        |

### **Irene Gómez-Castellano**

Assistant Professor of Spanish, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, University of Virginia, 2008

**Appointed/Tenure status:** 2008/Tenure eligible

**Languages:** Spanish (5), Catalan-Valencian-Balear (3), French (2)

**Research/training specializations:** Spanish 18<sup>th</sup> century poetry; Galdós and the 19<sup>th</sup>-century Spanish novel; representations of love in the Spanish 18<sup>th</sup> century; the concept of rococo in Spain; metaphors of artistic self-representation

**Overseas experience:** Cuba, Spain

**Distinctions:** Award in Excellence in Scholarship in the Humanities and the Social Sciences, University of Virginia, 2007; Ibero-American Society Eighteenth-Century Studies Student Essay Prize for “El deseo de Pigmalión produce arte: Galatea o la illusion del canto de Meléndez Valdés”; Fellow, Ministerio de Cultura, Spain and University of Virginia

**Dissertations and theses supervised in past 5 years:** 8

**Relevant courses taught:** Undergraduate Seminar in Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- |             |   |
|-------------|---|
| Forthcoming | “Lullabies and Postmemory: Hearing the Ghosts of Spanish History in Guillermo del Toro’s <i>Pan’s Labyrinth</i> .” <i>Journal of Spanish Cultural Studies</i> 14(1):1-18.                                   |
| 2009        | “Deconstruyendo a Galdós: La ‘traducción de Fernando Ortiz de <i>El cabaellero encantado</i> .” <i>Bulletin of Hispanic Studies</i> 87(3):291-310.  |
| 2008        | “‘Rodeada de puntos suspensivos’: La retórica del espacio en <i>Oxido de Carmen</i> de Ana María de Río.” <i>Revista Iberoamericana</i> LXXIV(222):1-16.  |
| 2007        | “Benito Jerónimo Feijoo y la controversia europea en torno a los vampiros.” <i>Salina</i> 21(2007):91-100.  |
| 2006        | “‘Y se murió de perfil’: La muerte y el héroe en los poemas de Antónito el Camborio y en el ‘Llanto por Ignacio Sánchez Mejías’ de Lorca.” <i>Explicación de Textos Literarios</i> 34.1-2(2005-2006):40-55. |



## Juan Carlos González Espitia

Associate Professor of Spanish, Department of Romance Languages & Literatures, UNC-CH  
Member, Consortium Executive Board, UNC-CH

**Education:** PhD, Cornell University, 2002

**Appointed/Tenure status:** 2003/Tenured

**Languages:** Spanish (5), French (2), Latin (2)

**Research/training specializations:** Nineteenth-century Spanish-American literature; contemporary Spanish-American literature; discourses of crime and sickness in the nineteenth century literary theory

**Overseas experience:** Colombia, Mexico

**Distinctions:** Reynolds Senior Faculty Research and Scholarly Leave, 2013; Vice Chancellor for Research and Economic Development, University Research Council Publication Grant, 2009; Graduate Faculty Mentoring Award, Graduate Student Romance Languages Association, 2007; Director, *Hispanófila*

**Dissertations and theses supervised in past 5 years:** 9

**Relevant courses taught:** Seminar in Spanish American Literature; The Caribbean and the Southern Cone

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Developer, [www.vargasvila.org](http://www.vargasvila.org), Vargas Vila Collection (web-based), Rare Book Collection, UNC Library.

### Recent publications:

- Forthcoming "A Matter of Perspective: Textual Causes and Consequences in Juan Montalvo's *La Dictadura Perpetua*." *Revista Canadiense de Estudios Hispánicos*.
- Forthcoming "Vargas Vila, más allá de la hipérbole." *Revista Iberoamericana*.
- 2011 "Introduction" to *José María Vargas Villa Digital Library*, University Libraries, University of North Carolina-Chapel Hill.
- 2010 *On the Dark Side of the Archive: Turn of the Century, Nation, and Literature in Spanish America*. Bucknell University Press.
- 2009 *Building Nineteenth-Century Latin America: Re-Rooted Cultures, Identities, and Nations*, co-editor with W. Acree, Jr. Vanderbilt University Press.
- 2009 "A Brief Syphilography of Nineteenth-Century Latin America," with W. Acree in *Building Nineteenth-Century Latin America: Re-Rooted Cultures, Identities, and Nations*. Vanderbilt University Press.
- 2009 "Deep and Hidden Pain: Martí's Testicular Cancer." *Journal of Latin American Cultural Studies*.
- 2009 "Lepra, tragedia, nación y diferencia radical en la segunda mitad del siglo diecinueve hispanoamericano." *Hispanófila* 157(157):99-115.

## Clark Gray

Assistant Professor, Department of Geography, UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2008

**Appointed/Tenure status:** 2011/Tenure eligible

**Languages:** Spanish (4)

**Research/training specializations:** Population, environment and development, survey and statistical methods

**Overseas experience:** Ecuador, Kenya, Uganda

**Distinctions:** NIH Pathway to Independence Award (2009-2013); Nystrom Dissertation Award (2010)

**Dissertations and theses supervised in past 5 years:** 1

**Relevant courses taught:** Population, Development, and the Environment; World Regional Geography

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** World View: An International Program for Educators, *Population and Migration: A World on the Move*, 2012.

### Recent publications:

- 2014 "Consequences of out-migration for land use in rural Ecuador," with R. Bilborrow. *Land Use Policy* 36(2014):182-91.
- 2013 "Environmental influences on human migration in Ecuador," with R. Bilborrow. *Demography* 50(4):1217-41.
- 2010 "Gender, natural capital and migration in the southern Ecuadorian Andes." *Environment and Planning A* 42(3):678-696.
- 2010 "Contrasting colonist and indigenous impacts on Amazonian forests," with R. Bilborrow. *Conservation Biology* 24(3):881-885.

## Jacqueline Maria Hagan

Robert G. Parr Distinguished Term Professor, Department of Sociology; Fellow, Carolina Population Center and Center for Urban and Regional Studies, Member, ISA Advisory Board, UNC-CH

**Education:** PhD, The University of Texas at Austin, 1990

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** International migration between Latin America and the United States

**Overseas experience:** El Salvador, Guatemala, Mexico

**Distinctions:** Kenan Fellowship Award, 2012; Fellow, Woodrow Wilson International Center for Scholars, 2011-2012; Fellow, Aix-Marseille Institute for Advanced Study, 2011; External Grants: Institute of International Education, United Nations, Ford; Winner, Distinguished Book Award, Latina/o Studies Section, American Sociological Association, 2010.

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** First Year Seminar: Immigration

**Percentage of time devoted to Latin American studies:** 50%

**Outreach:** U.S. Deportation Policy: Implementation and Community Impact, 2008

**Recent publications:**

- 2014 "The Dangerous Journey," with R. Donnelly in *Hidden Lives and Human Rights in the United States.*, ed. L. Lorentzen. ABC-CLIO.
- 2012 "Crossing Borders: Transnational Sanctuary, Social Justice, and the Church," in *De-Centering and Re-Centering the Sociology of Religion*, eds. C. Bender et al. Oxford University Press.
- 2011 "Social Effects of Mass Deportations by the United States Government, 2000-2010." *Ethnic and Racial Studies* 34(8):1374-91.
- 2011 "Skills on the Move: Rethinking the Relationship between Human Capital and Immigrant Labor Market Incorporation." *Work and Occupations* 38(2):149-178.
- 2008 *Migration Miracle: Faith, Hope, and the Undocumented Journey*. Harvard University Press.

## Jonathan Hartlyn

Senior Associate Dean for Social Sciences and Global Programs;

Kenneth J. Reckford Distinguished Professor, Department of Political Science, UNC-CH

**Education:** PhD, Yale University, 1981

**Appointed/Tenure status:** 1988/Tenured

**Languages:** Spanish (5), Portuguese (2), French (2)

**Research/training specializations:** Comparative politics of Latin America, politics of democratization, political economy

**Overseas experience:** Argentina, Brazil, Chile, Colombia, Dominican Republic, Ecuador, Jamaica, Mexico, Peru

**Distinctions:** Member, International Advisory Board, FUSADES, Political Studies (El Salvador), 2010-present; Executive Council, LASA, 2007-10; Advisory Board, Washington Office on Latin America, 2006-present; Chair, Comparative Democratization Section, American Political Science Association, 2005-07; Director, Consortium in Latin American and Caribbean Studies at UNC and Duke, 2000; Director, UNC-CH Institute of Latin American Studies, 1999-2000; External Grants: SSRC-ACLS; Ford, Mellon, Tinker; USED.

**Dissertations/theses supervised in the past five years:** 10

**Relevant courses taught:** Contemporary Latin American Politics

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** UNDP Bureau for Latin America and the Caribbean, Draft Report on Citizen Security and Development, 2013; Washington Post, BBC History Magazine, Partnership for the Americas Commission

**Recent publications:**

- Forthcoming "Trust in Government Institutions: The Effects of Performance and Participation in the Dominican Republic and Haiti," with A. Stoyan et al. *International Political Science Review*.
- 2012 "La democratización colombiana: Reflexiones sobre el impacto del Frente Nacional" in *Cincuenta años de regreso a la democracia*, eds. C. Argáez et al. Universidad de Los Andes.
- 2012 "Executive Approval under Alternative Democratic Regime Types," with R. Carlin and C. Martínez-Gallardo, in *Problems Confronting Contemporary Democracies: Essays in Honor of Alfred Stepan*, eds. D. Chalmers and S. Mainwaring. University of Notre Dame Press.
- 2011 "Dominican Party System Continuity amidst Regional Transformations: Economic Policy, Clientelism, and Migration Flows," with J. Morgan and R. Espinal. *Latin American Politics & Society* 53(1):1-32.

## Joanne Hershfield

Professor and Chair, Department of Women's and Gender Studies, UNC-CH

**Education:** PhD, University of Texas at Austin, 1993

**Appointed/Tenure status:** 1994/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Film theory and history; Mexican cinema; Mexican visual culture.

**Overseas experience:** Mexico

**Distinctions:** First Place Feature Documentary Winner, Athens International Film and Video Festival, 2011; University Research Council Publication Grant

**Dissertations and theses supervised in the past 5 years:** 10

**Relevant courses taught:** Latin American Cinema, Cinema of the Third World.

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Member, Society of Cinema and Media Studies, 1991-present

### Recent publications:

- Forthcoming "Reclaiming the archive" in *Feminism and Film History*. Wayne State University Press
- 2011 *These Are Our Children*. Documentary. Distributed by New Day Films.
- 2008 *Imagining la chica moderna: Women, Nation, and Visual Culture in Mexico, 1917-1936*. Duke University Press.
- 2007 "Women in Mexican Film" in *BAFTA Goes to Mexico*. British Academy of Film and Television Arts.
- 2006 "Screening the Nation, 1920-1940" in *The Eagle and the Virgin: Nation and Cultural Revolution in Mexico, 1920-1940*. Duke University Press.

## Carmen Hsu

Associate Professor, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, Harvard University, 2000

**Appointed/Tenure status:** 2005/Tenure eligible

**Languages:** Spanish (5), Portuguese (3), German (2), Chinese (5), Mandarin (5), Min Nan (5)

**Research/training specializations:** Golden Age Spanish literature, chronicles of the East Indies, early modern studies

**Overseas experience:** Spain

**Distinctions:** Editorial board member, *Edition Reichenberger*; Editorial board member, *Hispanófila*;

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Survey of Spanish Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

### Recent publications:

- Forthcoming *The Kingdoms, Peoples, and Manners of Distant Lands: Chronicles of Asia in Early Modern Spain*.
- Forthcoming "Of Bagoong or Fermented Fish, and Other Filipino Customs: Toward an Understanding of the Philippines According to the *Sucesos* by Antonio de Morga" in *Asian Identity in Early Modern Europe*. Ashgate.
- Forthcoming "Writing on Behalf of a Christian Empire: Gifts, Dissimulation, and Politics in the Letters of Philip II of Spain to Wanli of China." *Hispanic Review*.
- 2009 "Acerca de la representación del archipiélago filipino en los "Sucesos" de Antonio de Morga." *Hispanófila* 157(2009):117-32.

## Evelyne Huber

Morehead Alumni Distinguished Professor and Chair, Department of Political Science, UNC-CH

**Education:** PhD, Yale University, 1977

**Appointed/Tenure status:** 1992/Tenured

**Languages:** German (5), Spanish (4), French (3), Italian (1)

**Research/training specializations:** Comparative politics; democracy and social policy

**Overseas experience:** Argentina, Jamaica, Mexico, Peru, Switzerland (country of origin)

**Distinctions:** Vice-President (2010-2012) and President (2012-2013) of the Latin American Studies Association; Honorary Doctorate in Social Science, U. of Bern, 2010; Fellow, Guggenheim Foundation, 2010; Fellow, Hanse Institute for Advanced Study, Germany, 2005; Member of the Editorial Board of the *Latin American Research Review*, 2000-03; President-Elect/Vice President, Comparative Politics Section, American Political Science Association, 1999-2003; Co-Director, Consortium in Latin American and Caribbean Studies at UNC-CH and Duke University, 1995-97 and 2001; Director, UNC-CH Institute of Latin American Studies 1995-98 and 2001-03. External Grants: Ford, USED

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Contemporary Latin American Politics

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2014 "The Changing Nature of Social Protection in Middle-Income Developing Countries in Latin America and East Asia," with S. Niedzwiecki in *The Oxford Handbook of Transformations of the State*, co-editor with S. Leibfried et al. Oxford University Press.
- 2012 *Democracy and the Left: Social Policy and Inequality in Latin America*, with J. Stephens. University of Chicago Press. (Winner of Best Book Award of the Political Economy of the World System Section of the American Sociological Association.)
- 2010 "The Chilean Left in Power: Achievements, Failures, and Omissions," with J. Pribble and J. Stephens in *Leftist Governments in Latin America: Successes and Shortcomings*, eds. K. Weyland et al. Cambridge University Press.
- 2009 "Successful Social Policy Regimes? Political Economy, Politics, and Social Policy in Argentina, Chile, Uruguay, and Costa Rica," with J. Stephens in *Democratic Governance in Latin America*. Stanford University Press.

## Rebecca Huckaby

Assistant to the Latin American, Iberian, and Latina/o Studies Resources Bibliographer  
Research and Instructional Services, University Libraries, UNC-CH

**Education:** B.A., Weber State University, 1987

**Appointed/Tenure status:** 1997/Tenure not applicable

**Languages:** Spanish (3), Catalan, (1), French (1), Portuguese (1)

**Research/training specializations:** Spanish, library collection development & acquisitions

**Overseas experience:** Guatemala, Mexico, Spain

**Distinctions:** Phi Kappa Phi Honor Society

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Presenter, Latin American Studies Resource Orientation Session

### Dale L. Hutchinson

Professor and Associate Chair, Department of Anthropology; Research Associate, Research Laboratories of Archaeology  
Faculty Fellow, Institute of Arts and Humanities, UNC-CH

**Education:** PhD, University of Illinois, Urbana-Champaign, 1991

**Appointed/Tenure status:** 2002/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Bioarchaeology; Human Osteology; Forensic Anthropology; Paleopathology; Health and Nutrition; Agricultural Origins and Consequences; South America

**Overseas experience:** Bolivia, Peru

**Distinctions:** Institute of Arts and Humanities Competitive Leave, 2008; Institute for Latin American Studies, 2006; University Research Council, 2006; External Grants: NSF

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Global Health; Bioarchaeology

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Frequently makes presentations on archaeological topics at local primary and secondary schools, Chapel Hill, NC, 2004-present

**Recent publications:**

- 2007 "Living on the Margins: Biobehavioral Adaptations in the Western Great Basin" in *Case Studies in Environmental Archaeology*, eds. E. Reitz et al. Springer.
- 2007 "Outer Coast Foragers and Inner Coast Farmers in Late Prehistoric North Carolina" in *Ancient Health: Skeletal Indicators of Agricultural and Economic Intensification*, eds. M. Cohen and G. Crane-Kramer. University Press of Florida.
- 2007 "Health and Lifestyle in Georgia and Florida: Agricultural Origins and Intensification in Regional Perspective" in *Ancient Health: Skeletal Indicators of Agricultural and Economic Intensification*. University Press of Florida.

### Joseph Jordan

Director, Sonja Haynes Stone Center for Black Culture and History, UNC-CH  
Adjunct Associate Professor, Department of African, African American, and Diaspora Studies, UNC-CH

**Education:** PhD, Howard University, 1983

**Appointed/Tenure status:** 2001/Tenure not applicable

**Languages:** French (2), Spanish (2), Portuguese (2)

**Research/training specializations:** African Diaspora in the Americas

**Overseas experience:** Colombia, Peru, Venezuela

**Distinctions:** Member of the advisory boards of the Grassroots Leadership Institute, Carolina Center for Public Service, North Carolina Humanities Council, Our Children's Place; Burrus Faculty Fellowship, Institute of the Arts and Humanities, 2006; Faculty Curriculum Development Award, 2006; Governor's Humanities Award, 2001. Grant from: Orange County Arts Commission

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** African Diaspora in the Americas; Diaspora Art and Cultural Politics

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Full Frame Documentary Film Festival; CNN, NPR, WRAL-TV, WUNC-TV, TeleSUR; Curatorial Work: People of La Costa Chica Exhibit; UNESCO Slaves Route Project; Association for Displaced Afro-Colombians

**Recent publications:**

- Forthcoming *Afro-Colombia: A Case for Pan-African Analysis. In: Transnational Blackness: Navigating the Global Color-Line*. Palgrave Macmillan.
- 2012 "Introduction: the continuing relevance of Fanonian thought: remembering the life and work of Frantz Fanon." *The Black Scholar* 42(3/4):3-7.
- 2009 "The International Simposio Amílcar Cabral: A 30 Year Journey." *The Black Scholar*.
- 2009 "A New Front in the Battle for Africa's Resources: Globalization and Intellectual Property Rights." *International Journal of African-American Studies*.
- 2007 "Globalization and Intellectual Property Rights: Problems and Prospects in Africa." *Política Exterior y Soberanía, Instituto de Altos Estudios Diplomáticos Pedro Gual*.

## Hosun Kim

Senior Lecturer, Department of Romance Languages & Literatures (Spanish)  
Director, Language Resource Center, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, Latin American Literature, Universidad Complutense de Madrid, 1999

**Appointed/Tenure status:** 2004, Tenure not applicable

**Languages:** Spanish (5), Korean (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish language and literature

**Overseas experience:** Colombia, Spain

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Spanish for the Professions; Intermediate Spanish for Health Professionals; Spanish for Business

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Mentor and teacher of Spanish for Korean missionaries in Ecuador

**Recent publications:**

- 2004 "La homosexualidad y su función seductora en *El beso de la mujer araña* de Manuel Puig." *MIFLC Journal* 12(2004):99-113
- 2004 "La desmitificación de la realidad en *El tiritero* de Gustavo Álvarez Gardeazábal." *Iberoamérica* 6.
- 2000 "Reconstrucción de la historia en *Los perros del paraíso* de Abel Posse." *Estudios Hispánicos* 16:671-683.

## Larry King

Professor, Department of Romance Languages & Literatures, UNC-CH

**Education:** PhD, Indiana University, 1976

**Appointed/Tenure status:** 1980/Tenured

**Languages:** Spanish (4), Portuguese (3)

**Research/training specializations:** Spanish and Portuguese linguistics.

**Overseas experience:** Portugal 1972-73; Spain 1987-2004 as Director of the UNC-CH Year at Sevilla; research in Argentina, Brazil, Chile, Mexico, Peru, 2002 to present

**Distinctions:** Chair, Department of Romance Languages and Literatures, 2006-2013

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Spanish Composition and Grammar; Honors Spanish Composition and Grammar

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- 2008 *El mundo hispano a lo largo de los años*, with H. de Fays. Great River Technologies.
- 2007 *Gramática española: Análisis y práctica*, 3rd ed., with M. Suñer. McGraw-Hill.
- 2004 *Para a Frente! An Intermediate Course in Portuguese*, 3<sup>rd</sup> ed., with M. Suñer. Linguatexts.

## **Tanya E. Kinsella**

Coordinator of the Languages Across the Curriculum Program; Adjunct Assistant Professor, Global Studies; Adjunct Assistant Professor, Germanic Languages and Literatures, UNC-CH

**Education:** PhD, University of North Carolina-Chapel Hill, 2001

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** German (5), French (3), Spanish (1)

**Research/training specializations:** LAC Pedagogy, German language and literature

**Overseas Experience:** Belgium, Belize, Colombia, Costa Rica, Germany, Jordan, Puerto Rico

**Distinctions:** Chair, Cultures and Languages Across the Curriculum Consortium (2013-present); Outside Evaluator, Baldwin-Wallace College UISFL grant project: "Internationalizing the Disciplines: Adding LAC Courses to the Majors and Strengthening Chinese Offerings" FY 2010-2012; Outside Evaluator, Appalachian State University UISFL grant project: "Making Local to Global Connections" FY 2010-2012.

**Relevant courses taught:** Teaching Languages Across the Curriculum

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

### **Recent presentations:**

- 2013 "Funding CLAC Programs," preconference workshop presented with J. Krutky (Baldwin Wallace University) at the Cultures and Languages Across the Curriculum Conference, University of Richmond; Richmond, VA
- 2012 "From CLIL to CLAC and CLAC to CLIL: A Collaborative Discussion of Effective Teaching Practices at the Postsecondary Level," awareness session presented at the Content and Language Integrated Learning Symposium, Universidad del Norte; Barranquilla, Colombia
- 2012 "CLAC in a Nutshell," plenary presented at the Cultures and Languages Across the Curriculum Conference, University of Minnesota; Minneapolis, MN
- 2012 "Preparing Graduate Students to Teach CLAC," interactive workshop co-presented with S. Gonzales (Binghamton University), Cultures and Languages Across the Curriculum Conference, University of Minnesota; Minneapolis, MN
- 2012 "Languages Across the Curriculum: Preparing Students for Research in Foreign Languages," presentation with E. Schreiber-Byers (UNC-CH), Foreign Language Teaching Share Fair, Duke University
- 2011 "An Introduction to CLAC," a video-conferenced presentation for the CLAC Faculty Fellows Workshop, Appalachian State University

## **Miguel La Serna**

Assistant Professor, Department of History, UNC-CH

**Education:** PhD, University of California, San Diego, 2008

**Appointed/Tenure status:** 2010/Tenure eligible

**Languages:** Spanish (5), Quechua (4)

**Performance-based language training:** Certificate of Completion, Intermediate Quechua, Centro de Idiomas, Pontificia Universidad Católica de Perú

**Research/training specializations:** Andean history, revolution and insurgency in Latin America, indigenous peasantry, culture, memory, and political violence in 20<sup>th</sup> century Latin America

**Overseas Experience:** Perú

**Distinctions:** Recipient, Faculty Fellowship (2015), Institute for the Arts and Humanities, UNC-CH; Faculty-Student Partnership Fund: Memory and Revolution in Perú, 2013; Carolina Program for Faculty Diversity Postdoctoral Fellowship at UNC-CH, 2008-10; Guggenheim Foundation Fellowship, 2007-08; Ford Foundation Diversity Fellowship, 2007-08; Fulbright IIE Fellowship, 2005-06

**Relevant courses taught:** U.S./Latin America Relations, Latin American Indigenous, Guerrillas and Revolutions

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Triangle Institute for Security Studies, 2012; World View, International Program for Educators, Latin America and North Carolina Seminar, 2011

### **Recent publications:**

- Forthcoming "Los huérfanos de la justicia: Estado y gamonal en Chuschi" in *Una región en construcción: Algunas aproximaciones a las dinámicas sociales de Ayacucho*. Centro de Estudios Históricos de Ayacucho.
- 2012 *The Corner of the Living: Ayacucho on the Eve of the Shining Path Insurgency*. UNC Press
- 2012 "Murió comiendo rata: Power Relations in Pre-Sendero Ayacucho, Perú, 1940–1983," *A Contracorriente* 9(2):1-34.
- 2009 "'Ya puedo hablar': Género y política en las comunidades alto-andinas de Ayacucho." *Retablo*.

## Malgorzata (Gosia) Lee

Senior Lecturer and Undergraduate Advisor for Spanish Literature,  
Department of Romance Languages & Literatures (Spanish and Italian), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2003

**Appointed/Tenure status:** 2003, Tenure not applicable

**Languages:** Spanish (5), Italian (5), Polish (5), Russian (3), French (3)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Spanish-language education

**Overseas experience:** Poland (country of origin), Asia, Latin America

**Distinctions:** Member, American Council on the Teaching of Foreign Languages, 2010-'12; member, American Association of Teachers of Italian, 2005-'06

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Spanish Service Learning; Spanish Conversation I and II;

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Volunteer and charity work throughout Central America

## Josefa Conde de Lindquist

Senior Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 2005

**Appointed/Tenure status:** 2005/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based language training:** ROML.net Resources and Training Portal; ACTFL Assessing Reading and Oral Proficiency, 1999

**Research/training specializations:** Medieval literature of the Spanish Peninsula

**Overseas experience:** Spain

**Distinctions:** CTOPS/FTOPS Freshman Advisor, on-going; University Honor Board, 2012-Present; Ackland Museum Planning Committee, 2012; Committee on Teaching with Technology, 2007; Sigma Delta Pi, Spanish National Honor Society, 1996; U.S. Army Reserve, Drapper, Utah: Excellence in Teaching Award, 1994

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Spanish for High Beginners; Introduction to Spanish and Spanish American Literature; Intermediate Spanish I and II

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- |      |  |
|------|--|
| 2013 | "Merytaten o Meketaten: The Unknown Armana Princess." Synopsis written for special exhibit. Ackland Art Museum, University of North Carolina-CH. |
| 2012 | <i>¡Anda for High Beginners! Lesson Plans</i> , with G. Cowell and A. Heining-Boynton. Pearson.  |
| 2012 | <i>¡Anda for High Beginners!</i> , with G. Cowell and A. Heining-Boynton. Pearson.   |
| 2012 | <i>¡Anda! Curso Elemental: Online Exam</i> , with G. Cowell and A. Heining-Boynton. Pearson.   |
| 2010 | <i>¡Anda! Curso Elemental</i> , with G. Cowell and A. Heining-Boynton. Pearson.  |
| 2010 | <i>También se dice</i> , with G. Cowell and A. Henning-Boynton. Pearson.   |
| 2009 | <i>¡Anda! Curso Elemental</i> , with G. Cowell and A. Heining-Boynton. Pearson.  |



## **Lisa A. Lindsay**

Associate Professor, Department of History, UNC-CH

**Education:** PhD, University of Michigan, 1996

**Appointed/Tenure status:** 1999, Tenured

**Languages:** French (2), Spanish (2), Yoruba (1)

**Research/training specializations:** Social history of colonial Africa; African Diaspora; Atlantic slave trade

**Distinctions:** National Endowment for the Humanities Research Fellowship, 2013; Abbey Fellowship, 2013; John Simon Guggenheim Memorial Fellowship, 2012; UNC Institute for the Arts and Humanities fellowship, 2012; UNC Spray-Randleigh Fellowship, 2006; Named a "Top Young Historian" by the History News Network, 2005; External Grants: ACLS, NEH, National Humanities Center

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** The Trans-Atlantic Slave Trade, The African Diaspora

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** WorldView presentations for K-12 teachers, 2013, 2012

### **Recent publications:**

- Forthcoming "Extroversion and the Politics of Culture in the Atlantic Slave Trade," *Journal of African History*.  
2013 "The African Diaspora and the Political Imagination," in *The FeedbackLoop: Historians Talk about the Links between Research and Teaching*, ed. E. Burton. American Historical Association.  
2012 "The Appeal of Transnational History," *Perspectives on History* 50(9):48-49.  
2011 "Brazilian Women in Lagos, 1879-1882," in *Shaping our Struggles: Nigerian Women in History, Culture and Social Change*, eds. O. Nnaemeka. Africa World Press.  
2007 *Captives as Commodities: The Trans-Atlantic Slave Trade*. Pearson Prentice Hall.  
2007 "Working with Gender: The Emergence of the Male Breadwinner in Colonial Southwestern Nigeria" in *Africa After Gender?*, eds. C. Cole et al. Indiana University Press.  
2005 "Shunting between Masculine Ideals: Nigerian Railwaymen in the Colonial Era" in *Readings in Gender in Africa*, ed. A. Cornwall. Indiana University Press.

## **Laura López-Sanders**

Assistant Professor, Department of Sociology, UNC-CH

**Education:** PhD, Stanford University, 2011

**Appointed/Tenure status:** 2013/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** International migration; health and education policy; social inequality; ethnography; economic sociology; race and ethnic relations

**Overseas experience:** Mexico (country of origin)

**Distinctions:** Latin American Studies Association, Latina/Latino Studies Section, Dissertation Award Honorable Mention, 2011

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Race and Ethnic Relations; Qualitative Methods for Social Scientists

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### **Recent publications:**

- Forthcoming "Embedded and External Brokers: The Distinct Roles of Intermediaries in Workplace Inequality." *American Behavioral Scientist*.  
2013 "Emergence of New Immigrant Labor Markets in New Destinations" in *Encyclopedia of Global Human Migration*, ed. I. Ness. Wiley-Blackwell  
2012 "Bible Belt Immigrants: Latino Religious Incorporation in the New South." *Latino Studies* 10:128-54.  
2011 "Unanticipated, Unintended, and Unadvised: The Effects of Public Policy on Unauthorized Immigration," with T. Jiménez. *Pathways Magazine* Winter: 3-7.

## Nichola Jayne Lowe

Associate Professor, Department of City and Regional Planning, UNC-CH

**Education:** PhD, Massachusetts Institute of Technology, 2003

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Spanish (4)

**Research/training specializations:** Community development, urban planning, immigrant labor, economic development

**Overseas Experience:** Mexico, Paraguay

**Distinctions:** Global Research Institute Fellow, 2011-2012; consultant, International Labour Organization, Inter-American Development Bank, Bank of the Northeast Brazil and Ontario Ministry of Economic Development and Trade. External Grants: NSF, Regional Studies Association Research Network, Ford, Inter-American, Kauffman and Sloan Foundations; NC Biotechnology Center

**Dissertations and theses supervised in past 5 years:** 17

**Relevant courses taught:** Economic Development Policy

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Advisor, Warren County Economic Development Director; Policy Guide for Economic Developers Eastern NC

**Recent publications:**

- 2011 "Building Job Quality from the Inside Out: Mexican Immigrants, Skills and Jobs in the Construction Industry," with N. Iskander. *Industrial and Labor Relations Review* 66(4):785-807.
- 2010 "The Rise and Fall of a Micro-Learning Region: Mexican Immigrants and Construction in Center-South Philadelphia," with N. Iskander and C. Riordan. *Environment and Planning A*. 42:1595-1612.
- 2007 "Patterns of Productivity Enhancement in Paraguay's Small and Medium Enterprises" in D. Borda (ed.) *Economía y Empleo en el Paraguay*. CADEP.
- 1999 "Foreign Investment and the Global Geography of Production: Why the Mexican Consumer Electronics Industry Failed," with M. Kenney. *World Development* 27(8):1427-43.

## Julia Cardona Mack

Senior Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of Puerto Rico, 1978

**Appointed/Tenure status:** 1995/Tenure not applicable

**Languages:** Spanish (5), French (4), German (4)

**Performance-based language training:** Design of leaning tools for Computer Assisted Language Learning; ROML.net Resources and Training Portal

**Research/training specializations:** Second language acquisition; bilingualism and biculturalism; use of natural language for language teaching; self-editing in level 2 composition courses; using pragmatics to structure "silent period;" language in doctor-patient communication; experiential learning in the Spanish language classroom

**Overseas experience:** Puerto Rico (country of origin), Spain, Virgin Islands

**Distinctions:** Summer School Award for Online Course Development, 2013; Invited Master Lecture - UNC School of Government, March 2006, October 2007 to 2013; Brandes Course Development Award for project "Integration of Technology in Spanish 50;" External Grants: USED FIPSE for Spanish course for Healthcare providers (SALUD)

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Intermediate Spanish; Advanced Grammar and Composition; Spanish Service Learning; Special Topics in Linguistics

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Communicating Between Cultures, UNC School of Government Public Series; WCOM Community Radio ESL program, "Dímelo en inglés," weekly call-in show for Spanish speakers, 2007-2012; mentor, NCCU Department of Speech Therapy program to help Mexican families

**Recent publications:**

- 2013 "The Night Train/El tren nocturne." *Aguas del Pozo/Waters of the Well* March 2.
- 2012 *Cuentos tontos para lectores sabios*. CreateSpace Independent Publishing Platform.
- 2005 *¡A su salud! Intermediate Spanish for Healthcare Professionals*. Yale University Press.
- 2003 *Entrevistas con profesionales de la salud*. University of North Carolina-Chapel Hill.
- 2001 *Cuaderno for ¡A su salud!* University of North Carolina-Chapel Hill.
- 1999 *El Español de América: Estados Unidos, Cuadernos Bibliográficos*, 8. Arco.
- 1999 *Estudios de lingüística hispánica: Homenaje a María Vaquero*. Editorial de la Universidad de Puerto Rico.

## William Maisch

Senior Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, University of North Carolina at Chapel Hill, 1995

**Appointed/Tenure status:** 1989/Tenure not applicable

**Languages:** Spanish (4), French (3), Italian (1), Latin (1)

**Performance-based language training:** ROML.net Resources and Training Portal; 18 graduate hours in Foreign Language Education, University of Virginia, 1985

**Research/training specializations:** Spanish medieval and Golden Age narrative; foreign language pedagogy

**Overseas Experience:** Spain

**Distinctions:** Board of Governor's Award for Excellence in Teaching, 2008; Member, Sigma Delta Pi, national Spanish honor society; UNC-CH Distinguished Teaching Awards nominations, 1995, 1994, and 1993; Pew Teaching Leadership Award for participation in the Third National Conference on the Training and Employment of Graduate Teaching Assistants, Austin, 1991

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Elementary Spanish; Intermediate Spanish; Introduction to Spanish and Spanish-American Literature

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Service-Learning projects, Chapel Hill Public Schools, 2013; Lead presenter, Foreign Language Teaching Workshops, Durham Public Schools and University of Georgia, Athens, 2006.

### Recent publications:

- |      |   |
|------|---|
| 2004 | <i>Somos vecinos: Intermediate Spanish through U.S.-Latino Culture</i> , with J. Turner and H. Mendoza. Prentice Hall |
| 2004 | Workbook to accompany <i>Somos vecinos</i> , with J. Turner and H. Mendoza. Prentice Hall                             |
| 2004 | CD-ROM to accompany <i>Somos vecinos</i> , with J. Turner and H. Mendoza. Pearson/Prentice Hall                       |

## Elaine Maisner

Senior Executive Editor, University of North Carolina Press;  
Member, UNC-Duke Consortium Editorial Committee, UNC-CH

**Education:** BA, Oberlin College, 1974

**Appointed:** 1994/Tenure not applicable

**Languages:** French (1), Japanese (1), Spanish (1)

**Administrative/Editorial Experience:** Latin American and Caribbean studies books, religious studies, and trade books acquisitions and development. For Latin America and Caribbean emphasis on works that connect themes throughout the Americas and the Atlantic region. (Note: UNC Press publishes widely in Latin American Studies, with 62 titles appearing from 2010 to 2014, including many award-winning books.)

**Distinctions:** Membership and Standards Committee, Association of American University Presses, 2005-08; has worked in university press publishing since 1985

**Percentage of time devoted to Latin American/Caribbean studies:** 33%

### Recent publications/relevant series (editor):

Ongoing series *Envisioning Cuba*, coeditor with L. Pérez. University of North Carolina Press.

Ongoing series *Latin America in Translation/en Traducción/em Tradução*, editor. University of North Carolina Press.

Recent titles:

- |      |   |
|------|---|
| 2013 | Pares, L. <i>The Formation of Candomblé: Vodun History and Ritual in Brazil</i> . University of North Carolina Press.   |
| 2013 | Ortiz Cuadra, C. <i>Eating Puerto Rico: A History of Food, Culture, and Identity</i> . University of North Carolina Press.  |
| 2011 | Iglesias Utset, M. <i>A Cultural History of Cuba during the U.S. Occupation, 1898-1902</i> , winner of the Clarence H. Haring Prize, American Historical Association and Cuba's National Award in Literature. University of North Carolina Press. |
| 2010 | Gamboa, F. <i>Santa: A Novel of Mexico City</i> . University of North Carolina Press.   |
| 2010 | "Publishing Outlooks in the World of American Religious Studies." <i>Religion and American Culture: A Journal of Interpretation</i> 20(1):1-25.   |

## Nina Martin

Associate Professor, Department of Geography, UNC-CH

**Education:** PhD, University of Illinois at Chicago, 2008

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (3); French (3); German (2)

**Research/training specializations:** Urban geography, global cities, civil society, migration, labor markets and economic development

**Overseas experience:** Canada, Ireland, United Kingdom,

**Distinctions:** Graduate Research Consultant Grant, 2014; Interdisciplinary New Course Development Grant, College of Arts and Sciences, 2013; Center for Urban and Regional Studies, UNC, Scholar-in-residence, 2013-14, Jordan Family Fellow in International Studies, 2008-present, University of North Carolina at Chapel Hill, Global Studies Faculty-Student Partnership Fund, 2012, Junior Faculty Development Award, 2010, UNC Office of Executive Vice Chancellor and Provost; Jordan Family Fellow in International Studies, UNC-CH 2008 & 2009; Member, Best Paper Award, *Journal of Urban Affairs*, 2009; Course Development Award for *Global Migrations, Local Impacts*, 2008; Best Dissertation Award, 2008, Urban Geography Specialty Group of the Association of American Geographers.

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Global Migrations, Local Impacts (research intensive component); Global Issues; Social Geography; Cities in a Globalizing World; Urban Social Geography

**Percentage of time devoted to Latin American/Caribbean studies:** 33%

**Recent publications:**

- |             |  |
|-------------|--|
| Forthcoming | "Migrant Civil Society: Shaping Community and Citizenship in a Time of Neoliberal Reforms" in <i>Routledge Handbook on Poverty in the United States</i> , eds., S. Haymes et al. Routledge.                      |
| 2014        | "Spaces of Hidden Labour: Migrant Women and Work in Nonprofit Organizations." <i>Gender, Place and Culture</i> . Published 2013 on-line ahead of print.  |
| 2012        | "'There is Abuse Everywhere': Migrant Nonprofit Organizations and the Problem of Precarious Work." <i>Urban Affairs Review</i> 48(3): 389-416.   |
| 2011        | "Toward a New Countermovement: A Framework for Interpreting the Contradictory Interventions of Migrant Civil Society Organizations in Urban Labor Markets." <i>Environment and Planning A</i> 43(12): 2934-2952. |

## Cecilia Martínez-Gallardo

Assistant Professor, Department of Political Science, UNC-CH

**Education:** PhD, Columbia University, 2005

**Appointed/Tenure status:** 2007/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Latin American political institutions; government formation and change

**Overseas experience:** Mexico (country of origin)

**Distinctions:** Junior Faculty Development Grant (2010); University Research Council, 2009; Member, Committee, Status of Latinos/as in the Profession, Southern Political Science Association, 2008; Visiting Fellow, Kellogg Institute for International Studies, Notre Dame University, 2007; Member, Editorial Board, *Política y Gobierno*, 2006-present

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Contemporary Latin American Politics; Politics of Mexico and Central America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Recent publications:**

- |      |  |
|------|--|
| 2012 | "Out of the Cabinet: What Drives Defections from the Government in Presidential Systems?" <i>Comparative Political Studies</i> 45(1):62-90.                                      |
| 2012 | "Cabinet Stability and Policymaking in Latin America" in <i>Handbook on Latin American Political Economy</i> , eds. J. Santiso and J. Dayton-Johnson. Oxford University Press.   |
| 2011 | "Agency under Constraint: Ideological preferences and the politics of electricity regulation in Latin America," with M. Murillo in <i>Regulation and Governance</i> 5(3):350-67. |
| 2012 | "Mexico" in D. Samuels, ed., <i>Case Studies in Comparative Politics</i> . Pearson Education.  |
| 2010 | "Inside the Cabinet: The Influence of Ministers in the Policymaking Process" in C. Scartascini et al., eds., <i>How Democracy Works</i> . Inter-American Development Bank.       |

## Patricia McAnany

Kenan Eminent Professor, Department of Anthropology; Member, ISA Advisory Board, UNC-CH

**Education:** Ph.D., University of New Mexico, 1986

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Cultural heritage and descendant communities; ancestor veneration; cultural logic of noncapitalist economies; identity and gender; cacao production; social reproduction of technology; Maya studies

**Overseas Experience:** Belize, Guatemala, Honduras, Mexico

**Distinctions:** John Simon Guggenheim Fellowship, 2014; John Carter Brown Library Fellowship, 2014; Santa Fe Institute Fellow, 2011-2014; President, Archaeology Division, American Anthropological Association, 2013-2015; President, Society of Economic Anthropology, 2007-09; Fellow, National Endowment for the Humanities, 2005-06; External Grants: NSF (multiple) and Ahau, Mellon, and Private Foundations

**Dissertations and theses supervised in past 5 years:** 13

**Relevant courses taught:** Ancestral Maya Civilizations

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** InHerit: Indigenous Heritage Passed to Present, on-going; Ancestral Maya Civilizations: Cycles of Time and Classic Maya Royal Dynasties, Open Class, 2012

### Recent publications:

- 2014 *Living with the Ancestors: Kinship and Kingship in Ancient Maya Society*, revised edition with new introduction. Cambridge University Press.
- 2013 "Los Perjudicados por el Distanciamiento Patrimonial: Niños, Ch'orti's y el 'Paisaje Arqueológico' de Copán, with S. Parks. *Mesoamérica* 55:67-98.
- 2012 "Classic Maya Heterodoxy and Shrine Vernacularism in the Sibun Valley of Belize." *Cambridge Archaeological Journal* 22(1):115-34.
- 2012 "Casualties of Heritage Distancing: Children, Ch'orti' Indigeneity, and the Copán Archaeoscape," with S. Parks. *Current Anthropology* 53(1):80-107.
- 2011 "People Who Lived in Stone Houses: Local Knowledge and Social Difference in the Classic Maya Puuc Region of Yucatan, Mexico," with K. Carmean and J. A. Sabloff. *Latin American Antiquity* 22(2):143-58.
- 2010 *Ancestral Maya Economies in Archaeological Perspective*. Cambridge University Press.
- 2010 *Questioning Collapse: Human Resilience, Ecological Vulnerability, and the Aftermath of Empire*, with Norman Yoffee. Cambridge University Press.

## Robert Miles

Associate Dean for Study Abroad and International Exchange;  
Adjunct Professor, Department of Sociology and Curriculum in Global Studies, UNC-CH

**Education:** PhD, University of Glasgow, 1986

**Appointed/Tenure Status:** 2000/Tenure not applicable

**Languages:** French (2), Italian (1)

**Administrative experience:** Associate Dean of External Relations, University of Glasgow, 1997-2000; Director, Study Abroad Office, University of North Carolina at Chapel Hill, 2000-06

**Research/training specializations:** History and theories of racism; political economy of international migration.

**Overseas experience:** Argentina, Chile, Cuba, Mexico to develop Study Abroad programs

**Distinctions:** Member, National Advisory Committee for the Institute for Study Abroad at Butler University, 2000-07; Member, International Advisory Committee for Studio Arts Centers International, 2001-05; Member, Committee to Review Study Abroad Office, University of Iowa, 2002; Member, Partnership Council for the School of International Training, 2002-2006

**Dissertations and theses supervised in past 5 years:** N/A

**Percentage of time devoted to Latin American/Caribbean studies:** 10%

## David Mora-Marín

Associate Professor, Department of Linguistics

Position created through Title VI in 2003-06 cycle; assumed by Linguistics in 2007.

**Education:** PhD, State University of New York at Albany, 2001

**Appointed/Tenure status:** 2004/Tenured

**Languages:** Spanish (5), Yucatec Maya (4), Kaqchikel Maya (4), K'iche' Maya (3), Ch'ol Maya (3), Chontal Maya (3), Ch'orti' Maya (3), Kikuyu (1), Norwegian (1), Tagalog/Philipino (1)

**Performance-based language training:** Carolina Culture Committee Language Shock Seminar, 2013; Center for Advanced Research in Foreign Language Acquisition, Summer Institute, 2010; Foreign Language Association of North Carolina, FLES Technique Workshop and L2 Writing Workshop, 2009

**Research/training specializations:** Mayan linguistics and epigraphy, especially historical linguistics and study of ancient Mayan hieroglyphic writing; issues of language, power, and civilization; art history and archaeology of Costa Rica

**Overseas experience:** Costa Rica (country of origin), Guatemala, Mexico

**Distinctions:** University Research Council Award, 2011-2012; Jr. Faculty Development Award, 2009; Course development awards from Cluster Program. External Grants: Jacob Research Fund, Whatcom Museum, NSF and Wenner-Gren and Foundation for the Advancement of Mesoamerican Studies

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Survey of Mesoamerican Languages; Beginning Yucatec Maya; Introduction to Yucatec Maya; Historical Linguistics; Ancient Writing Systems

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** South View Middle School Bobcast Virtual Learning Network, 2012; Of Scribes and Calendars: The Once and Future History of Hieroglyphic Writing. Open Class, 2012

### Recent publications:

- Forthcoming "Testing the Proto-Mayan-Mijesoikean Hypothesis." *International Journal of American Linguistics*.  
2012 "The Mesoamerican Jade Celt as 'Eye, Face,' and the Logographic Value of Mayan 1M2/T121 as WIN 'Eye, Face, Surface.'" *Wayeb Notes* 40:1-17.  
2010 "La epigrafía y paleografía de la escritura preclásica maya: nuevas metodologías y resultados preliminares" in *XXIII Simposio de Investigaciones Arqueológicas en Guatemala, 2009*, eds. B. Arroyo et al. Conference proceedings report. Museo Nacional de Arqueología y Etnología (Guatemala).  
2010 "Consonant Deletion, Obligatory Synharmony, Typical Suffixing: An Explanation of Spelling Practices in Mayan Writing." *Written Language and Literacy* 13:118-179.  
2010 "A Review of Recent Work on the Decipherment of Epi-Olmec Hieroglyphic Writing." *Mexicon* 32(1):31-7.  
2009 "Early Olmec Writing: Reading Format and Reading Order." *Latin American Antiquity* 20(3):395-418.

## Ted Mouw

Associate Professor, Department of Sociology, UNC-CH

**Education:** PhD, University of Michigan, 1999

**Appointed/Tenure status:** 1999/Tenured

**Languages:** Indonesian (5); Spanish (4)

**Research/training specializations:** Social stratification; economic sociology; quantitative methodology; demography

**Overseas experience:** Australia, Indonesia, Mexico

**Distinctions:** Bowman and Gordon Gray Teaching Professorship, University of North Carolina, 2009-2014. Tanner Award for Excellence in Undergraduate Teaching, University of North Carolina, 2007; Edward Kidder Graham Outstanding Faculty Teaching Award, General Alumni Association of the University of North Carolina, 2005.

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Social Stratification; Demography; Quantitative Methodology; Statistics

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

### Recent publications:

- 2012 "Network Sampling with Memory: A Proposal for More Efficient Sampling from Social Network," with A. Verdery. *Sociological Methodology* 42(1):206-256.  
2012 "Occupational Linguistic Niches and the Wage Growth of Latino Immigrants," with S. Chavez. *Social Forces* 91(2):423-452.  
2007 "The Spatial Mismatch Hypothesis" in *The Blackwell Encyclopedia of Sociology*, ed. G. Ritzer. Blackwell.

## Raúl Necochea

Assistant Professor, Department of Social Medicine

**Education:** PhD, McGill University, 2010

**Appointed/Tenure status:** 2012/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** History of medicine and science; global health; sexual and reproductive health; Latin America; science and technology studies; relations between developed and developing regions

**Overseas experience:** Peru (country of origin)

**Distinctions:** UNC Junior Faculty Development Award, 2014-15; 2013-14; Explorations in Global Health grant from the UNC Institute for Global Health and Infectious Diseases, "Mexicans and North Carolina: Transnational Health Needs of Migrants in the State and their Families in Mexico"; John Bullen Prize for Outstanding Doctoral Dissertation, Canadian Historical Association (2011)

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Medicine and society; Latin American history

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Faculty mentor for Carolina Center for Public Service; faculty adviser for Working Group on Sexual and Reproductive Justice and Migration in the Americas; Director, North Carolina Memorial Hospital Oral History Project

**Recent publications:**

- Forthcoming "Gambling on the Protestants: The Pathfinder Fund and Birth Control in Peru, 1958-1965." *Bulletin of the History of Medicine*.
- Forthcoming *Less Is More: Global Family Planning in Peru, 1919-1979*. University of North Carolina Press.
- 2011 "Footprints on the Future: Looking Forward to Latin American Medical History in the Twenty-First Century," with A.E. Birn. *Hispanic American Historical Review* 91(3):503-527.
- 2010 "Demographic Knowledge and Nation-Building: The Peruvian Census of 1940." *Berichte zur Wissenschaftsgeschichte [Reviews in the History of Science]* 33:280-296. Note: Listed in PubMed, under author's maternal surname, López, instead of preferred paternal surname, Necochea.
- 2010 "Anticonceptivos en el Sur, Seguridad Nacional en el Norte." *Salud Colectiva* 6(1):103-111.
- 2009 "Diecinueve Parroquias: Planificación Familiar Católica en el Perú, 1967-1976" in *El Rastro de la Salud en el Perú*, eds. M. Cueto et al. IEP.

## Todd Ramón Ochoa

Assistant Professor, Department of Religious Studies, UNC-CH

**Education:** PhD, Columbia University, 2005

**Appointed/Tenure status:** 2008/Tenure eligible

**Languages:** Spanish (5); French (2)

**Research/training specializations:** Atlantic studies, anthropology, Cuban religions, religious healing, poetry, ethnography

**Overseas experience:** Cuba, Mexico

**Distinctions:** Institute for the Arts and Humanities Faculty Fellowship, 2013; recipient, Support for Scholarship Award, UNC-CH Institute for the Arts and Humanities, 2011; recipient, UNC Johnston Fellows Teaching Excellence Award, 2011; recipient, Office of the Provost Junior Faculty Development Award, UNC-CH, 2010; Chancellor's Postdoctoral Fellowship, University of California, 2007-08; President Postdoctoral Fellowship, University of California, 2005-07; Frederic Zeller Memorial Fellowship, Columbia University, 2002; Minority Merit Fellowship, Columbia University, 2001; Fellow in Residence at the Fundación Fernando Ortiz, Havana, Cuba, 1999-2000; Sheldon Schepps Memorial Fellowship, 1996

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Comparative Religions; Religion and Society; Black Atlantic Perspectives

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Recent publications:**

- 2011 "Where Is Anthropology Going?" *Kroeber Anthropological Society* 100(1):3-25.
- 2010 *Society of the Dead: Quita Manaquita and Palo Praise in Cuba*. University of California Press.
- 2010 "Prendas-Ngansas-Enquisos: Turbulence and the Influence of the Dead in Cuban-Kongo Material Practice." *Cultural Anthropology* 25(3):387-420.
- 2008 Translation of "Mao" by C.A. Aguilera in *The Island of My Hunger: Cuban Poetry Today*. City Lights Books.
- 2007 "Versions of the Dead: Kalunga in Cuban Kongo Materiality." *Cultural Anthropology* 22(4):473-500.

## Elizabeth Olson

Associate Professor, Department of Geography and Global Studies

**Education:** PhD, Colorado University-Boulder, 2005

**Appointed/Tenure status:** 2012/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Development, religion, and inequality, geographies of youth

**Overseas experience:** Peru

**Distinctions:** Past chair, Geographies of Religion and Belief Systems (GORABS) specialty group of the Association of American Geographers; co-secretary, GORABS specialty group of the AAG (2007-2009)

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Cultural Landscapes, Social Geographies, Globalization and Development, Geographies of Religion, Research Design, Introduction to Human Geography, Religion and Global Society, Qualitative Methods, Environment and Development, Sustainable Development, International Development, World Regional Geography

**Percentage of time devoted to Latin American/Caribbean studies:** 25-49%

**Outreach:** Keynote speaker, Option for Youth (Urban Priority Areas youth work initiative) launch, Pollokshields Church of Scotland (2009); keynote speaker, Youthworks youth worker networker launch, Edinburgh, Scotland (2008)

### Recent publications:

- 2013 "Myth, *Miramiento* and the Making of Religious Difference" in *Religion and Place: Landscape, Politics and Piety*, coeditor with P. Hopkins and L. Kong. Springer.
- 2013 *Religion and Place: Landscape, politics and piety*, coeditor with P. Hopkins and L. Kong. Springer.
- 2009 "Confounding Neoliberalism: Priests, privatization, and politics in rural Peru" in *Social Justice and Neoliberalism: Global Perspectives*, eds. A. Smith et al. Zed Books, 39-60.
- 2008 "What kind of Catholic are you? Reflexivity, religion and feminist activism in the Peruvian Andes." *Fieldwork in Religion* 3(2):103-21.
- 2006 "Development, Transnational Religion, and the Power of Ideas in the High Provinces of Cuzco, Peru." *Environment and Planning* 38(5):885-902.

## Rosa Perelmuter

Professor of Spanish, Department of Romance Languages & Literatures, UNC-CH

Director, Moore Undergraduate Research Apprentice Program, UNC-CH

**Education:** PhD, University of Michigan, 1980

**Appointed/Tenure status:** 1978/Tenured

**Languages:** Spanish (5), French (4), Yiddish (4), Portuguese (2), German (1), Italian (1)

**Research/training specializations:** Sixteenth- and seventeenth-century Spanish American literature; Latino studies.

**Overseas experience:** Chile, Cuba (country of origin); Mexico, Puerto Rico, Spain

**Distinctions:** Romance Languages and Literature Department Faculty Mentoring Award, 2009; Director, UNC-CH Moore Undergraduate Research Assistant Program for Minority Students, 2005-present. Grants from Mellon Foundation (multiple)

**Dissertations and theses supervised in the past 5 years:** 5

**Relevant courses taught:** Spanish American Literature; Cuba's Diasporic Literature; Non-Fiction Prose 16<sup>th</sup> and 17<sup>th</sup> Century Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Community talk on Jewish Cuba, Temple Shalom, 2009; Teacher workshop, Institute for the Humanities and Human Values, Contemporary Cuba, 2008

### Recent publications:

- 2014 Special Volume on Colonial Studies, *Hispanófila*, co-editor with I. Arellano.
- 2009 "Yiddish in Cuba: A Love Story." *Hispanófila* 157(December 2009):133-40.
- 2009 "Tracking Columbus: The Descriptions of Nature in his *Diario de abordo*."
- 2009 "*Recuerde el alma dormida:*" *Medieval and Early Modern Spanish Essays in Honor of Frank A. Domínguez*, eds. J.K. Moore and A. Duque. Juan de la Cuesta. Pp. 239-50.
- 2007 "Narrative Voices in *Kiss of the Spider Woman*" in *Approaches to Teaching Manuel Puig's Kiss of the Spider Woman*. The Modern Language Association of America.
- 2007 "*The Answer to Sor Philotea: A Rhetorical Approach*" in *Approaches to Teaching Sor Juana Inés de la Cruz*. The Modern Language Association of America.
- 2004 *Los límites de la femineidad en Sor Juana Inés de la Cruz: Estrategias retóricas y recepción literaria*. Col. Biblioteca Áurea Hispánica, 29. Ed. Iberoamericana/Vervuert.



## Luiz Andre Pimenta

Clinical Professor, Department of Dental Ecology, School of Dentistry; Acting Director of Global Affairs, School of Dentistry; Dental Director, Craniofacial Center, UNC-CH

**Education:** DDS, Belo Horizonte School of Dentistry, Minas Gerais Federal University, 1997

**Appointed/Tenure status:** 2006/Tenure not applicable

**Languages:** Portuguese (5), Spanish (5)

**Research/training specializations:** Restorative dentistry

**Overseas experience:** Brazil (country of origin)

**Distinctions:** 2011 ADEA/AAL Institute for Teaching and Learning August 18-21; October 21-23, 2011. School of Dentistry, UNC-CH; Patron, DDS Class, Dentistry School, State University of Campinas, 2012; Professor of Excellence Award "Zeferino Vaz Award," Dentistry School, State University of Campinas.

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Course Director, Cariology Clinic, UNC Operative Dentistry Graduate Program; Course Director, Prevention I and Epidemiology, DENT 101, School of Dentistry, UNC-CH; Course Director, Prevention II, DENT 111, School of Dentistry, UNC-CH, Restorative procedures in Cariology (Director) – Cariology Program; Clinical Practice in Esthetic Dentistry (Director and Instructor), Clinical Dentistry Program, Unicamp

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Outreach:** Volunteer, FAPESP Week North Carolina, 2013

### Recent publications:

- 2013 "3D of Brain Shape and Volume After Cranial Vault Remodeling Surgery for Craniosynostosis Correction in Infants," with B. Paniagua et al. *Proc Soc Photo Opt Instrum Eng*. March.
- 2013 "Clinical care in craniofacial microsomia: a review of current management recommendations and opportunities to advance research," with C.L. Heike et al. *American Journal of Medical Genetics* July.
- 2012 "Evaluation of ICD-9-CM codes for craniofacial microsomia," with D.V. Luquetti et al. *Birth Defects Res A Clin Mol Teratol* 94(12): 990-95.
- 2011 "Effect of light curing sources on microhardness of different composite resins," with T.A. Valentino et al. *Laser Physics* 21(6): 1130-34.
- 2011 "Photographic protocol for image acquisition in craniofacial microsomia," with C.L. Heike et al. *Head Face Med* 7:25.

## Charles Price

Associate Professor, Department of Anthropology, UNC-CH

**Education:** PhD, City University of New York Graduate School, 2001

**Appointed/Tenure status:** 2003/Tenured

**Languages:**

**Research/training specializations:** Black and social identity; oral and life history; Jamaica and the Anglophone Caribbean; the United States; community capacity building; community organizing organizations; welfare and higher education policies

**Overseas experience:** Jamaica

**Distinctions:** Recipient, National Community Development Institute Grant (2007)

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** World development, people, and contemporary social issues and problems; Urban Society; Political Sociology; Ethnography and Lives; Anthropology and Community Development; Racial Formation in Jamaica

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

### Recent publications:

- 2009 "Community Collaborations Promoting Community Organizing." Ford Foundation.

## Cynthia Radding

Gussenhoven Distinguished Professor of Latin American Studies, Department of History, UNC-CH  
*Position created through ISA endowment and carries partial course load for Latin American Studies major.*

**Education:** University of California, San Diego, 1990

**Appointed/Tenure status:** 2008/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Iberoamerican frontiers during colonial and early national periods

**Overseas experience:** Bolivia, Mexico

**Distinctions:** Awarded Huntington Library Research Fellow, 2015; Full Professor ACLS/SSRC/NEH International and Area Studies Fellowship, 2014-2015; Leopold-Hidy Prize American Society for Environmental History, 2013; National Humanities Center Donnelley Family Fellowship, 2010-2011; Helen Watson Buckner Memorial Fellowship, John Carter Brown Library, 2010; President, Conference on Latin American History, 2012-13; Advisory Council, Inter-American Foundation, 2007-present; External Grants: Latin America Microforms Project; recipient, U.S. Department of Education Title VI TICFIA Program Grant, NEH, Fulbright-Hays DDR.

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Latin American Indigenous Peoples; History of Mexico; Latin American Studies Capstone

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Mexican Roots of Latino/a Art, NC Museum of Art, 2014

**Recent publications:**

- 2014 "Human Geographies and Landscapes of the Divine in the Northern Mesoamerican Borderlands" in *Re-Imagining Nature: Environmental Humanities and Ecosocialities*, ed., A. K. Siewers. Bucknell University Press.
- 2014 "Colonial Spaces in the Fragmented Communities of Northern New Spain" in *Contested Spaces of Early America*, eds., J. Barr and E. Countryman. University of Pennsylvania Press.
- 2012 "The Children of Mayahuel: Agaves, Human Cultures, and Desert Landscapes in Northern Mexico." *Environmental History* 17:84-115.
- 2012 "Conclusion: Of the 'Lands in Between' and the Environments of Modernity" in *A Land Between Waters: Environmental Histories of Modern Mexico*, ed. C. Boyer. University of Arizona Press. Pp. 277-296.
- 2011 "Intersecting Borderlands: 'Los bárbaros' in the Enduring Forests between the Andes and the Paraguayan River Basin." *Southern California Quarterly* 93(3):333-37.
- 2005 *Landscapes of Power and Identity: Comparative Histories in the Sonoran Desert and the Forests of Amazonia from Colony to Republic*. Duke University Press.

## Monica Rector

Professor of Portuguese, Department of Romance Languages & Literatures  
Member, ISA Advisory Board and FLAS Committee, UNC-CH

**Education:** PhD, Universidade Federal do Rio de Janeiro, Brazil, 1975; PhD, Universidade de São Paulo, Brazil, 1970

**Appointed/Tenure status:** 1987/Tenured

**Languages:** Portuguese (5), Spanish (4), English (4), German (3), French (2)

**Performance-based language training:** ACTFL, Oral Proficiency Training, 2003

**Research/training specializations:** Luso-Brazilian literature; language and culture; female writers; semiotics and non-verbal communication; Brazil; Portugal

**Overseas experience:** Brazil (country of origin)

**Distinctions:** Advisor, Portuguese Study Consortium, UNC System, 2008-present

**Dissertations and theses supervised in the past 5 years:** 14

**Relevant courses taught:** Elementary Portuguese; Intermediate Portuguese; Portuguese Fiction; Portuguese, Brazilian and African Identity in Film

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** North Carolina Latin American Film Festival, 2013

**Recent publications:**

- 2012 *Dictionary of Literary Biography: African Lusophone Writers*, with Richard Vernon et al. Gale.
- 2011 *De sagradas a profanas: a mulher portuguesa na Idade Média e no Renascimento*. Edições Fernando Pessoa.
- 2010 "Preface" in *Melhores contos de Ary Quintella*. Global.
- 2010 *Working Portuguese for Beginners*. Georgetown University Press.
- 2008 "O Conto: cerne da obra machadiana." *Espelho* 10/11:95-129.

## Alvaro Reyes

Assistant Professor, Department of Geography, UNC-CH

**Education:** PhD, Duke University, 2009

**Appointed/Tenure status:** 2011/Tenure-eligible

**Languages:** Spanish (5)

**Research/training specializations:** Political geography; black geographies; racialization and socio-territorial movements in the Americas; decolonization; critical theory

**Overseas experience:** Mexico

**Distinctions:** Recipient, IAH Faculty Fellowship (spring 2015)

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** People and Places; Geography of Latin America

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

### Recent publications:

- Forthcoming "Did You Hear That? Zapatista Autonomy and the New Practices of Decolonization" in *Anomie of the Earth*, eds., J. Pickles et al. Duke University Press.
- 2012 "Epilogue: An Interview by Michael Hardt and Alvaro Reyes" in *Territories in Resistance: A Cartography of Latin American Social Movements*. AK Press.
- 2012 "Revolutions in the Revolutions: A Post-Counterhegemonic Moment for Latin America?" *South Atlantic Quarterly* 111(1):1-27.
- 2012 "Autonomy and Emancipation in Latin America," special issue editor of *The South Atlantic Quarterly* 111(1).
- 2012 "On Fanon's Manichean Delirium." *The Black Scholar* 42(4):13-19.
- 2012 "New Ways of Doing: The Construction of Another World in Latin America: An Interview with Raúl Zibechi," with M. Hardt. *The South Atlantic Quarterly* 111(1):165-191.
- 2011 "Zapatista Autonomy and the New Practices of Decolonization," with M. Kaufman. *The South Atlantic Quarterly* 110(2): 505-525.

## Beatriz Riefkohl Muñiz

Associate Director and FLAS Coordinator, Institute for the Study of the Americas

Director of Undergraduate Study, Curriculum in Latin American Studies, UNC-CH

Member *Ex-Officio*, ISA Advisory Board and UNC-Duke Consortium Executive Committee

**Education:** BA, University of Puerto Rico, 1993; Graduate work, University of Chicago

**Appointed:** 2004; Tenure not applicable

**Languages:** Spanish (5), French (2), Portuguese (1); Yucatec Maya (1)

**Overseas experience:** Costa Rica, Cuba, Dominican Republic, Mexico, Puerto Rico (country of origin)

**Distinctions:** Member, Less-Commonly Taught Languages Committee, Consortium in Latin American Studies Programs, 2010-present; Member, Diversity and Multicultural Affairs Compact Partners Group, 2012-present; Member, Executive Committee, Consortium on Latin American Studies Programs, 2010-2013; Evaluator, UNC Latin America Study Abroad Programs, 2008-10; Mentor, Carolina Student Transfer Excellence Program, 2008-present.

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** World View, International Programs for Educators, Latin America and North Carolina Seminar, 2010-2014 (presenter, facilitator, and program advisor); 13 Bak'tun: New Maya Perspectives in 2012: Exhibits and Symposium Steering Committee, 2012

### Presentations:

- 2013 "LCTL Instruction in U.S. Universities and Colleges," Teaching Latin American Languages: Challenges and Opportunities Panel, Latin American Studies Association Congress.
- 2013 "The Experience of Arrival: ESL Teachers as Role Models for Newly Arrived Immigrants," World View, International Programs for Educators, Latin America and North Carolina Seminar.
- 2009 "National Resource Center Consortia Applications." International Education Programs Services Technical Assistance Workshop, Washington, D.C.
- 2005 "Funding Opportunities for Language Across the Curriculum." Language Across the Curriculum Workshop, UNC-CH, Chapel Hill, North Carolina
- 2003 "Using Technology to Develop Language and Area Studies Resources." UISFL Program, International Studies Association Meeting, Montreal, Canada

### Alicia Rivero

Associate Professor, Department of Romance Languages & Literatures and  
Associate Professor (Adjunct), Department of Comparative Literatures, UNC-CH

**Education:** PhD, Brown University, 1983

**Appointed/Tenure status:** 1983/Tenured

**Languages:** Spanish (5), French (4), Italian (3), Portuguese (3)

**Research/training specializations:** Spanish American literature; literature and science, cultural studies, literary theory, gender issues, and intellectual history

**Overseas experience:** Cuba, Venezuela

**Distinctions:** Pogue Research Leave, UNC-CH, 1996; Arts and Sciences Fellow, UNC-CH, 1993

**Dissertations and theses supervised in the past 5 years:** 9

**Relevant courses taught:** Spanish American Literature; The Caribbean and the Southern Cone; Contemporary Spanish American Fiction; Vanguards; Contemporary Novels

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Member, Advisory Council and Founding Board Member, Benevolence Farm (dedicated to helping women reenter society after prison, 2013-present and 2007-2011, respectively)

**Recent publications:**

2009 "La sutura sarduyana en *El Cristo de la rue Jacob*." *Hispanófila* 157:159-73.

2009 "Carlos Fuentes' Evolution towards Ecological Awareness in His Essays and Narratives" in *Science, Literature, and Film in the Hispanic World*, eds. J. Hoeg and K.S. Larsen. Palgrave Macmillan.

2006 "La opresión en la narrative de Luisa Futoransky: Son cuentos chinos y De Pe a Pa (o de Pekín a París)" in *Luisa Futoransky y su palabra itinerante*, ed. Ester Gimbernat González. Ediciones de Hermes Criollo.

### Diego Riveros-Iregui

Assistant Professor, Department of Geography, UNC-CH

**Education:** PhD, Montana State University, 2008

**Appointed/Tenure status:** 2013/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Geosciences; watershed science; forest and soil processes; ecosystem ecology

**Overseas experience:** Colombia

**Distinctions:** Dissertations Initiative for the advancement of Climate Change Research VI Scholar (2011); Research Development Fellow, University of Nebraska (2011-2012) National Center for Atmospheric Research (NCAR), ASP Post-doctoral Fellowship 2012-13; External Grants: World Bank

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Introduction to Environmental Systems; Introduction to Watershed Systems; Advanced Physical Geography; Field Methods in Physical Geography

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** LiCOR Biosciences, Lincoln, Nebraska, 2010

**Recent publications:**

2012 "Complex Terrain Leads to Bi-Directional Responses of Soil Respiration to Inter-annual Water Availability," with B.L. McGlynn et al. in *Global Change Biology* 18:749-756.

2011 "On the Spatial Heterogeneity of Net Ecosystem Production in Complex Landscapes," with R.E. Emanuel et al. *Ecosphere* 2(7):1-13.

2011 "Variability in the Relationship between the Stable Carbon Isotopic Composition of Ecosystem Respiration and Climate in a High Elevation Subalpine Forest," with J. Hu et al. *Journal of Geophysical Research - Biogeosciences* 116.

2011 "A Watershed Scale Assessment of a Process Soil CO<sub>2</sub> Production and Efflux Model," with B.L. McGlynn et al. in *Water Resources Research* 47.

## Daniel A. Rodríguez

Professor, Department of City and Regional Planning;  
Associate Professor (Adjunct), Department of Epidemiology, UNC-CH

**Education:** PhD, University of Michigan, 2000

**Appointed/Tenure status:** 2000/Tenured

**Languages:** Spanish (5), Portuguese (2)

**Research/training specializations:** Mass transport planning in cities of developed and developing countries; transport and land use planning

**Overseas experience:** Colombia (country of origin)

**Distinctions:** Member ACSP committee for people of color, 2013-present; Expert Technical Advisor, US Department of Transportation, Centers for Disease Control and Prevention, American Public Health Association: Transportation and Health Indicators, 2012-2013; Consultant, Inter-American Development Bank, 2006-08; Appointed Member, National Academies' Transportation Research Board Committees on Trucking Industry, Freight Transportation and Economics and Regulation, and Transportation and Land Development, 2001-present. Fellow, Institute for Civil Infrastructure Systems, NYU, 2000-present; External Grants: Robert Wood Johnson Foundation, NIH, EPA.

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Public Transportation; Urban and Regional Studies

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** "Motorcycles in Latin America," presentation given at "Transforming Transportation" conference, Washington DC, January 2013; "Linking transportation and health," policy briefing given to Undersecretary of Transportation for Policy, Washington DC, November 2009

**Recent publications:**

- 2013 "Comparing Measures of Urban Land Use Mix." *Computers, Environment and Urban Systems* 42:1-13.
- 2013 "Evidence for Validity of Secondary Data Sources for Characterizing Retail Food Environments: Systematic Review." *American Journal of Preventive Medicine* 45(4):462-473.
- 2013 "Associations of Walk Score® with Walking in the Multi-Ethnic Study of Atherosclerosis." *American Journal of Preventive Medicine* 4(2): 158-160.
- 2010 "A spatial analysis of health-related resources of three diverse metropolitan areas," with M.J. Diez-Roux et al. *Health & Place* 16:885-92.

## María Elena Rodríguez

Director of Working Languages, Center for International Business Education and Research (CIBER);  
Lecturer, Kenan Flagler Business School, UNC-CH; Lecturer, Fuqua School of Business, Duke University

**Education:** B.B.A., Sul Ross State University, 1984

**Appointed/Tenure status:** 2000, Tenure not applicable

**Languages:** Spanish (5)

**Performance-based training:** Spanish Faculty Development in International Business, Univ. of South Carolina, 2005

**Overseas Experience:** Brazil, Costa Rica, Mexico, Puerto Rico, Spain

**Distinctions:** Member, Latin American Association of North Carolina, 1995-2000; Co-founder, Working Languages: Globalizing for Business Professionals program.

**Relevant courses taught:** Working Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 80%

**Outreach:** Co-founder, North Carolina Society of Hispanic Professionals, 1999; Co-founder, Mi Escuelita, 1998-99, Secretary of the Board, El Centro Hispano, 1996-1998; Spanish Language Instructor, Clark County School District, 1991-92

**Relevant presentations:**

- 2008 "Incorporating Language into Short-Term Programs," CIBER Short-Term Study Abroad Workshop 2008: Developing STSA Programs for Business Students, Austin, Texas.
- 2008 "Specializing in Language and Cross-Cultural Training for Business Students and Working Professionals," Global Cultural Workshop for Marketing, Chapel Hill, N.C.
- 2006 "Using Technology to Teach Culture and Language Courses," CIBER Language Conference, Provo, UT
- 2003 "The Social and Economic Challenges that Hispanic Students Face when they Come to the United States," Vance High School, Henderson, N.C.

## Eunice Sahle

Associate Professor and Department Chair, Department of African, African American, and Diaspora Studies, UNC-CH

**Education:** PhD, Queen's University

**Appointed/Tenure status:** 2002/Tenured

**Languages:** N/A

**Research/training specializations:** Development studies; international political economy; human rights; cities; ethics; and social movements

**Overseas experience:** Bolivia, Canada, East Africa, France, Malawi, and South Africa

**Distinctions:** Student Undergraduate Teaching Award

**Dissertations and theses supervised in past 5 years:** 12

**Relevant courses taught:** N/A

**Percentage of time devoted to Latin American/Caribbean studies:** 15%

**Recent publications:**

- 2014 "Spaces of Freedom, Citizenship and State in the Context of Globalization: South Africa and Bolivia" in *Freedom and Democracy in an Imperial Context: Dialogues with James Tully*, eds. Robert Nichols and Jakeet Singh. Routledge Press.
- 2010 *World Orders, Development and Transformation*, Palgrave Macmillan
- 2008 "Post-Development" in *Introduction to International Development Studies: Approaches, Actors and Issues*, eds. Pierre Beaudet, Paul Haslam, and Jessica Schafer. Oxford University Press.

## Patricia Sawin

Associate Professor and Coordinator, Curriculum in Folklore, Department of Anthropology;  
Associate Chair and Director of Graduate Studies, Department of American Studies, UNC-CH

**Education:** PhD, Indiana University, 1993

**Appointed/Tenure status:** 1998/Tenured

**Languages:** French (3), Spanish (3)

**Research/training specializations:** Guatemala, gender, ethnography of communication, international adoption

**Overseas experience:** Guatemala

**Distinctions:** Research and Study Leave, 2013; University Research Council Grant, 2013

**Dissertations and theses supervised in the past 5 years:** 2

**Relevant courses taught:** Local Cultures, Global Forces.

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- Forthcoming "Listening to Stories, Negotiating Responsibility: Exploring the Ethics of International Adoption through Narrative Analysis" in *Unsettling Assumptions: Tradition, Gender, Drag*, eds. P. Greenhill and D. Tye. Utah State University Press.
- 2009 "Ethical Responsibility in Feminist Research: Challenging Ourselves to Do Activist Research with Women in Poverty," with Leslie Rebecca Bloom. *International Journal of Qualitative Studies in Education* 22(3):333-51.
- 2002 "Performance at the Nexus of Gender, Power, and Desire." *Journal of American Folklore* 115(455):28-61.
- 1999 "Gender, Context, and the Narrative Construction of Identity: Rethinking Models of 'Women's Narrative'" in *Reinventing Identities: The Gendered Self in Discourse*, eds., M. Bucholtz et al. Oxford University Press.

## Lars Schoultz

William Rand Kenan, Jr., Professor, Department of Political Science

**Education:** PhD, University of North Carolina at Chapel Hill, 1973

**Appointed/Tenure status:** 1979/Tenured

**Languages:** Portuguese (2), Spanish (4)

**Research/training specializations:** United States/Latin American relations

**Overseas experience:** Argentina, Chile, Colombia, Cuba, Mexico

**Distinctions:** Family Fellowship, 2006; William C. Friday Award for Teaching Excellence, 2005; Member, Board of Directors, Washington Office on Latin America, 1999-2005; Fellow, National Humanities Center, 199-2000; President, Latin American Studies Association, 1991-2; Director, UNC-CH Institute of Latin American Studies, 1986-94 and Duke-UNC Program in Latin American Studies, 1989-92; External Grants: SSRC-ACLS; U.S. Department of State; Ford Foundation

**Dissertations and theses supervised in the past 5 years:** 5

**Relevant courses taught:** The United States and Cuba; Latin America and US in World Politics; Contemporary Inter-American Relations

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** "Cuba & the United States," CNN Washington Journal, 2009; Talk to Carolina College for Lifelong Learning, 2009; World View Program for Educators: The United States and Latin America: Clash of Cultures, 2008; United States Policy toward Latin America: Annual Retreat of the Carolina Inter-Faith Task Force on Central America, 2008

### Recent publications:

- 2012 "Latin America" in *Oxford History of the Cold War*. Oxford University Press.
- 2011 *That Infernal Little Cuban Republic: The United States and the Cuban Revolution*. University of North Carolina Press.
- 2010 "Benevolent Domination: The Ideology of U.S. Policy toward Cuba." *Cuban Studies* 41(2010):1-19.
- 2011 "United States Policy toward Latin America since 1959: Cuba Excepted?" in *Cuba, the United States and the World: 1959-2000*, eds., R. Pruessen and S. Castro Marifio. Univesity Press of Florida.
- 2006 "The United States and Latin America" in *Latin America After Neoliberalism*. New Press.

## Tanya L. Shields

Assistant Professor, Department of Women's and Gender Studies, UNC-CH

**Education:** PhD, University of Maryland at College Park, 2005

**Appointed/Tenure status:** 2007/Tenure eligible

**Languages:** N/A

**Research/training specializations:** Critical theory

**Overseas experience:** Caribbean

**Distinctions:** University Research Council Publication, 2013; Junior Faculty Development Award 2013

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught:** Plantation Lullabie; Spitting in the Wind: "American" Women, Art and Activism

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Member, Barbara Anderson Review Committee; member, University Awards for the Advancement of Women Committee; member, Stone Center Advisory Board; member, Latino/a Studies Advisory Board

### Recent publications:

- Forthcoming *Bodies and Bones: Feminist Rehearsal and Imagining Caribbean Belonging*. University of Virginia Press.
- Forthcoming "Introduction," with T. Ashford Carter and W. Darity in *Into the Postcolonial Moment: The Legacy of Eric Williams*. University of Mississippi Press.
- 2011 "There Once was an Indian Woman Who Imagined Elsewhere and Others" in *The Routledge Companion to Anglophone Caribbean Literature*, eds. M. A. Bucknor and A. Donnell. Routledge Press.
- 2009 "Who Belongs? Caribbean Citizenships, Nationalisms, and Selected Works of Paul Gilroy" in *Conference Proceedings*. University of North Carolina Press.
- 2008 "Critical Explorations of Gender and the Caribbean: Taking it into the Twenty First Century," with K. Slocum. *Identities: Global Studies in Culture and Power* 15(6):687-702.

## Karla Slocum

Associate Professor, Departments of Anthropology and African, African American, and Diaspora Studies; Director, Institute of African American Research; Co-Director Moore Undergraduate Research Apprentice Program, UNC-CH

**Education:** PhD, University of Florida, 1996

**Appointed/Tenure status:** 2000/Tenure eligible

**Languages:** French (4), Haitian Creole (3), Spanish (2)

**Research/training specializations:** Globalization and place; race, ethnicity and history; social movements; critical development studies, gender; Caribbean; U.S. Southwest

**Overseas experience:** Dominica and St. Vincent, St. Lucia

**Distinctions:** NEH Resident Scholar, 2013; Ueltshi Grant, 2007; Fellow, Institute for the Arts and Humanities, UNC, 2006

**Dissertations and theses supervised in the past 5 years:** 1

**Relevant courses taught:** Peoples of the Caribbean; Advanced Seminar in Caribbean Studies; Anthropology of the Caribbean

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Hosted campus speaking event with executive director of local non-profit, to discuss organization's work and opportunities for collaboration with UNC-CH

### Recent publications:

- 2011 "Caribbean Middlebrow: Leisure Culture and the Middle Class." *Nieuwe West - Indische Gids* 85(3/4):275.  
2008 "Caribbean Studies, Anthropology, and U.S. Academic Realignments." *Souls: A Critical Journal of Black Politics, Culture and Society* 10(2):123-37.  
2008 "Critical Explorations of Gender and the Caribbean: Taking it into the Twenty First Century," with T. Shields. *Identities: Global Studies in Culture and Power* 15(6):687-702.  
2007 "Caribbeanist Anthropologies at the Crossroads: Revisiting Themes, Revising Concepts," co-editor with D. Thomas. *Identities: Global Studies in Power and Culture* 14(1-2).  
2007 "Situating Sugar Strikes: Contestations of Race and Politics in Decolonizing St. Lucia." *Identities: Global Studies in Power and Culture* 14(1-2):39-62.  
2006 *Free Trade and Freedom: Neoliberalism, Place and Nation in the Caribbean*. U of Michigan Press

## John Stephens

Gerhard E. Lenski, Jr. Distinguished Professor of Political Science and Sociology

**Education:** PhD, Harvard University, 1970

**Appointed/Tenure status:** 1992//Tenured

**Languages:** Swedish (3)

**Research/training specializations:** Comparative Politics, Political Economy

**Overseas experience:** Argentina, Jamaica, Mexico, Peru, Sweden, Switzerland (country of origin)

**Distinctions:** Best Book 2013 for *Democracy and the Left: Social Policy and Inequality in Latin America* (with E. Huber) from the Political Economy of the World System Section and Outstanding Book Award, Sociology of Development Section, American Sociological Association; Fellow, Hansewissenschaftskolleg, Delmenhorst, Germany, 2013; Faculty Fellow, Kellogg Institute for International Studies, University of Notre Dame, 2010; Visiting Fellow, Collegio Carlo Alberto, Turin, Italy, 2010; Fellow, John Simon Guggenheim Memorial Foundation, 2010; Chair, Political Sociology Section, American Sociological Association, 2009; Charles Robson Award for Excellence in Graduate Level Teaching, 2009. External Grants: NSF, USED; SSRC-ACLS; Fulbright

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Varieties of Capitalism, Comparative Welfare States

**Percentage of time devoted to Latin American/Caribbean studies:** 30%

### Recent publications:

- 2014 "Income Inequality and Redistribution in Post-Industrial Democracies: Demographic, Economic, and Political Determinants," with E. Huber. *Socio-Economic Review* 12(2):245-67.  
2014 "The Changing Nature of Social Protection in Middle-Income Developing Countries in Latin America and East Asia," with S. Niedzwiecki in *The Oxford Handbook of Transformations of the State*, co-editor with S. Leibfried et al. Oxford University Press.  
2012 *Democracy and the Left: Social Policy and Inequality in Latin America*, with E. Huber. Uof Chicago Press  
2010 "The Chilean Left in Power: Achievements, Failures, and Omissions," with E. Huber and J. Pribble in *Leftist Governments in Latin America: Successes and Shortcomings*, eds. K. Weyland et al. Cambridge University Press. Pp. 77-97.



## Miroslav Styblo

Associate Professor, Department of Nutrition, Gillings School of Global Public Health, UNC-CH

**Education:** PhD, Czechoslovak Academy of Sciences, 1988

**Appointed/Tenure status:** 2009/Tenured

**Languages:** Czech (5); Russian (3)

**Research/training specializations:** Nutritional biochemistry; biochemical toxicology; environmental health

**Overseas experience:** Mexico

**Distinctions:** Member, Delta Omega Society, 2011; Gillings Innovation Laboratory, 2008; External Grants: NIH,

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Nutritional biochemistry

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

- 2013 "Environmental exposure to arsenic, AS3MT polymorphism and prevalence of diabetes in Mexico," with Z. Drobna et al. *J. Expo. Sci. Environ. Epidemiol.* 23:151-55.
- 2013 "Arsenic and the Epigenome: Inter-individual differences in arsenic metabolism related to distinct patterns of DNA methylation," with K.A. Bailey et al. *J. Biochem. Mol. Toxicol.* 27:106-15.
- 2011 "Exposure to arsenic in drinking water is associated with increased prevalence of diabetes: a cross-sectional study in the Zimapán and Lagunera Regions in Mexico," with L.M. Del Razo et al. *Environ. Health* 10:73.
- 2011 "Epigenetic changes in individuals with arsenicosis," with L. Smeester et al. *Chem. Res. Toxicol.* 24:165-67.

## Martin Sueldo

Lecturer, Department of Romance Languages & Literatures (Spanish), UNC-CH

**Education:** PhD, Arizona State University, 2010

**Appointed/Tenure status:** 2011/Tenure not applicable

**Languages:** Spanish (5); Hebrew (2); Portuguese (4)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Modern and postmodern Southern Cone literature and culture; Latin American popular culture; telenovelas and political discourse; discourse analysis; Jewish studies

**Overseas experience:** Argentina (country of origin)

**Distinctions:** N/A

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** The Caribbean and Southern Cone; UNC Summer Jewish Studies Study Abroad Program, Buenos Aires

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Coordinator, "Jewish Buenos Aires Film Series," 2014

**Recent publications:**

- 2013 "Cumbia literaria: apuntes para un ideologema en la literatura argentina del siglo XXI." *Transmodernity: Journal of Peripheral Cultural Production of the Luso-Hispanic World* 2 (2/Spring):52-62.
- 2013 "Articulaciones históricas y vampirismo: *El vampiro* (1910) de Froylan Turcios y *O vampiro de Curitiba* (1965) de Dalton Trevisan." *Hispanet Journal* 6.
- 2012 "Dialogando con los futuros censores. Los casos de Heberto Padilla, Manuel Puig y Rubem Fonseca." *Hipertexto* 15:65-78.
- 2012 "Montecristo: Telenovela y Derechos Humanos" *Studies in Latin American Popular Culture* 30:180-93.
- 2011 "La Guerra de Malvinas y el discurso pichi de Rodolfo Fogwill. Parataxis y postmodernidad." *Revista de Crítica Literaria Latinoamericana* 73 (December):131-48

### **Kristine L. Taylor**

Lecturer, Department of Romance Languages & Literatures (Portuguese), UNC-CH

**Education:** MA, University of Copenhagen (Denmark)

**Appointed/Tenure status:** 2009/Tenure not applicable

**Languages:** Portuguese (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Mozambican history and literature; Portuguese history; foreign-language acquisition

**Overseas experience:** Denmark, Portugal

**Distinctions:** Recipient, Scholarship for Foreigners, University of Coimbra (Portugal), 1996-1997

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Portuguese language and culture

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Event organizer, Brazilian Carnival and Capoeira, UNC-CH, spring 2011

**Recent publications and presentations:**

- 2012 "National identity in post-colonial Mozambique. A discussion of culture in the novel *Niketche* by Paulina Chiziane." Presentation made at Carolina Conference on Romance Literatures. UNC-CH. March 22-24.
- 2011 "National Identity in the Context of Race and Ethnicity in the Former Portuguese Colony of Mozambique." Presentation made at Southeastern Conference on Latin American Studies. Wilmington, Del. March 16-19.

### **Brendan Jamal Thornton**

Assistant Professor, Department of Religious Studies, UNC-CH

**Education:** PhD, University of California at San Diego, 2011

**Appointed/Tenure status:** 2013/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Religion in the Americas, Christianities, Pentecostalism, Afro-Creole religions, anthropology of religion; comparative Caribbean ethnology; identity politics, gender, power and authority, masculinity, gangs

**Overseas experience:** Dominican Republic, Haiti

**Distinctions:** Advisory Board, Institute of African American Research, 2013-present; Carolina Post-doctoral Program Fellowship for Faculty Diversity, Department of Religious Studies, 2011-2013

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Religion and Society; Religion in Latin America and the Caribbean; Religion, Literature, and the Arts in the Americas

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

- 2013 "Residual Masculinity and the Cultivation of Negative-Charisma in a Caribbean Pentecostal Community," in *The Anthropology of Religious Charisma: Ecstasies and Institutions*, edited by C. Lindholm, Palgrave Macmillan.
- 2012 "'Yo no relajo con las cosas': Youth Gangs, Conversion, and Evangelical Moral Authority in the Dominican Republic," Institute for the Study of the Americas
- 2011 *The Politics of Evangelical Christianity in the Dominican Republic*, UMI Publishing

## Gabriela Valdivia

Assistant Professor, Department of Geography, UNC-CH

**Education:** PhD, University of Minnesota, 2005

**Appointed/Tenure status:** 2009/Tenure eligible

**Languages:** Spanish (5), Portuguese (2)

**Research/training specializations:** Indigenous communities, Amazonian region, Agrarianism, social movements

**Overseas experience:** Ecuador, Peru

**Distinctions:** Junior Faculty Research and Study Leave, 2013; Exploratory Research Grant 2011, Center for Galápagos Studies, UNC-CH. External Grants: NSF, Association of American Geographers, MacArthur Foundation

**Dissertations and theses supervised in past 5 years:** 12

**Relevant courses taught:** Geography of Latin America, Rural Latin America: Agriculture, Environment, and Natural Resources; Human Environment

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** 2013, Geography of Peru and Science in the Galápagos Islands for 3<sup>rd</sup> graders Montessori Community School (Durham); 2012 Co-organizer, exhibit "Sueños Americanos/American Dreams: The Art of Cornelio Campos" and associated programming. Frederick Jameson Gallery, Duke University (May-August);

### Recent publications:

- 2013 "Environmental Crisis and the Evolution of Conservation Practice(s) in the Galápagos Islands," with W. Wolford and F. Lu in *Social, Terrestrial & Marine Interactions in the Galápagos Islands: Frameworks and Perspectives*, eds. S. Walsh and C. Mena. Springer.
- 2013 Social Dimensions of 'Nature at Risk' in the Galápagos Islands, Ecuador, with F. Lu and W. Wolford in *Conservation and Society* 11(1):83-95.
- 2012 "Mobilizing for the Petro-Nation: Labor and Petroleum Neoliberalization in Ecuador," with M. Benavides. *Focal Journal of Global and Historical Anthropology* 63(3):69-84.
- 2011 Coca's Haunting Presence in the Agrarian Politics of the Bolivian Lowlands. *Geojournal* 77(2012):615-31.
- 2010 Agrarian Capitalism and the Struggle for Hegemony in the Bolivian Lowlands. *Latin American Perspectives* 37(4):67-87.
- 2010 "Hydrocarbons, Popular Protest and National Imaginaries: Ecuador and Bolivia in Comparative Context," T. Perreault. *Geoforum* 41(2010):289-99.

## Lucila Vargas

Sheer Term Professor, School of Journalism and Mass Communication, UNC-CH  
Director, Latino Journalism and Media at Carolina (Latijam), UNC-CH

**Education:** PhD, University of Texas at Austin, 1992

**Appointed/Tenure status:** 1994/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Mass media and popular culture in Latin America; US Latinos and media; transnational critical media literacy for democratic citizenship; race, ethnicity and gender in the classroom

**Overseas experience:** Mexico (country of origin)

**Distinctions:** Chapman Family Faculty Fellowship, 2005; Distinguished Member of the National Society of Collegiate Scholars, nominated by NSCS Student Chapter, UNC-CH

**Dissertations and theses supervised in the past 5 years:** 17

**Relevant courses taught:** International Communication and Comparative Journalism; Women and Mass Communication Graduate Seminar in International Communication; Current Issues in Mass Communication;

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Outreach:** Latijam, WCOM 103.5FM (Spanish language show produced by Latino Youth and Journalism UNC students)

### Recent publications:

- 2009 *Latina Teens, Migration, and Popular Culture (Intersections in Communications and Culture: Global Approaches and Transdisciplinary Perspectives)*. Peter Lang Publishing.
- 2008 "Ambiguous Loss and the Media Practices of Transnational Latina Teens: A Qualitative Study." *Popular Communication* 6(1):37-52.
- 2006 "Transnational Media Literacy: Analytic Reflections on a Program with Latina Teens." *Hispanic Journal of Behavioral Sciences* 28(2):267-285.
- 2005 *Social Uses and Radio Practices: Participatory Radio by Ethnic Minorities in Mexico*. Westview Press.

### Rodney Vargas Naranjo

Associate Director for Latin America, Middle East and Africa, Study Abroad Office

**Education:** MA, University of Georgia, Athens, 1995

**Appointed/Tenure status:** 2006, Tenure not applicable

**Languages:** Spanish (5), French (3)

**Administrative experience:** Undergraduate Program Officer, Organization for Tropical Studies, Duke University, 2001-06; Environmental Education Coordinator, Organization for Tropical Studies, Duke University, 1994-2001

**Overseas experience:** Argentina, Chile, Colombia, Costa Rica (country of origin), Cuba, Ecuador, El Salvador, Guatemala, Honduras, Mexico, Nicaragua, Panama, Peru, Puerto Rico, Uruguay, and Venezuela to develop and/or evaluate programs.

**Distinctions:** Member of the UNC Opening Access and Breaking Barriers to Global Opportunities Working Group; Founder, Green Passport Program for students going on Study Abroad Programs; Member, NAFSA: Association of International Educators, Sustainability Working Group and Special Interest Group on Foreign Born International Educators

**Percentage of time devoted to Latin American/Caribbean Studies:** 33%

### Zaragosa Vargas

William R. Kenan Distinguished Professor, Department of History, UNC-CH

*Teaches partial load for the major in Latin American Studies.*

**Education:** PhD, University of Michigan, 1984

**Appointed/Tenure status:** 2009/Tenured

**Languages:** Spanish (5)

**Research/training specializations:** Mexican-American labor history; transnational migration

**Overseas Experience:** Mexico

**Distinctions:** Fellow, Center for the Humanities, Oregon State University, 2006-07; Grants from UC/MEXUS (multiple), National Research Council and National Endowment for the Humanities

**Dissertations and theses supervised in past 5 years:** 3

**Relevant courses taught:** Latino History

**Percentage of time devoted to Latin American/Caribbean studies:** 33%

**Outreach:** Interviews and citations in various journalism outlets, including *PBS*, *The Chicago Reporter*, *New York Times*, *Detroit News*

**Recent publications:**

- |      |  |
|------|--|
| 2011 | "A Primer on Immigrant Rights." <i>Against the Current</i> 150(January/February):150:  |
| 2010 | <i>Crucible of Struggle: A History of Mexican America from 1598 to the Present</i> . Oxford University Press.  |
| 2009 | "Challenges to Solidarity: The Mexican-American Struggle for Social and Economic Justice during the Cold War Years, 1946-1963" in <i>Freedom Train Derailed: Anticommunism and Civil Rights, 1945-1960</i> , eds., R. Lieberman and C. Lang. Palgrave-Macmillan Press. |
| 2007 | "Labor and the Undocumented: Where Do We Go From Here?" <i>Labor and Working Class History Association Newsletter</i> Fall 9-11.   |
| 2005 | <i>Labor Rights Are Civil Rights: Mexican American Workers in Twentieth Century America</i> . Princeton University Press.  |

## Richard Vernon

Senior Lecturer and Assistant Department Chair, Department of Romance Languages & Literatures (Spanish and Portuguese)

**Education:** PhD, University of California-Santa Barbara, 2001

**Appointed/Tenure status:** 2003/Tenure not applicable

**Languages:** Portuguese (5); Spanish (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Street and children's literature; Luso-Brazilian studies

**Overseas experience:** Portugal

**Distinctions:** Recipient, Luso-American Development Foundation grant (2009)

**Dissertations and theses supervised in past 5 years:** N/A

**Relevant courses taught:** Modern Brazilian Literature in Translation, Luso-Brazilian Literature in Translation, Introduction to Hispanic Literature, Business Spanish

**Percentage of time devoted to Latin American/Caribbean studies:** 40%

**Outreach:** Organized public conference with filmmaker Jeff Zimbalist, director of *Favela Rising*, on urban life in Brazil. UNC-CH, April 2007.

### Recent publications:

- 2013 Translation of *The Formation of Candomblé: Vodun History and Ritual in Brazil* from the Portuguese, in collaboration with author Luis Nicolau Parés. University of North Carolina Press.
- 2012 *Dictionary of Literary Biography: African Lusophone Writers*, with M. Rector. Gale.
- 2009 "Açúcar ou Pimenta?: O Sabor da Auto-identidade de Gênero em um exemplo da Literatura Infantil Brasileira." *Revista de poesia infantil*.
- 2009 "Bruce Willis' Aesthetics of Equilibrium: The Vanguard Poetics of Vicente Huidobro and Mário de Andrade." *Hispanófila*.
- 2006 "Sugar or Spice: The Flavor of Independent Identity in Brazilian's Children's Literature" in *Food in Children's Literature*, ed. K. Keeling. Routledge.

## Adam Versényi

Milly S. Barranger Distinguished Term Professor of Dramatic Art, Department of Dramatic Art, UNC-CH

Dramaturg, Play Makers Repertory Theatre, UNC-CH

Member, UNC-Duke Consortium Executive Committee, UNC-CH

**Education:** D.F.A., Yale University, 1990

**Appointed/Tenure status:** 1988, Tenured

**Languages:** Spanish (4), French (3)

**Research/training specializations:** Latin American theatre.

**Overseas experience:** Argentina, Chile, Colombia, Cuba, Mexico, Peru, Uruguay

**Distinctions:** Resident, Banff Literary Translation Centre, 2014; Elected to Executive Committee of the American Society for Theatre Research, 2014; Chair, Curriculum in International Studies, 2004-09;

**Dissertations and theses supervised in the past 5 years:** 0

**Relevant courses taught:** Latin American Theatre

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Production Dramaturg, UNC PlayMakers Repertory Company. Community outreach as speaker on drama throughout Durham, Chapel Hill.

### Recent publications:

- 2014 "Your Desires in Fragments," translation of "Tus deseos en fragmentos" by Ramón Griffero. Teatro Latino Series. University of North Carolina Press.
- 2013 "The Mustache," translation of "El bigote" by Sabina Berman. University of Pittsburgh Press.
- 2012 "George's Helping Hands." *Latin American Theatre Review* 46:1, 187-88.
- 2010 "Translation as a Hemispheric Approach to Theatre in the Americas." *Revista CELCIT*, 37-8.
- 2010 *Oxford Companion to Theatre and Performance*, advisory editor for Latin America. Oxford University Press.
- 2009 *Theatre in Latin America: Religion, Politics and Culture from Cortés to the 1980s*. Cambridge Univ. Press.
- 2006 *El Teatro en América Latina*. Cambridge University Press.

## Ariana Vigil

Assistant Professor, Department of Women's and Gender Studies, UNC-CH

**Education:** PhD, Cornell University, 2008

**Appointed/Tenure status:** 2011/Tenure eligible

**Languages:** Spanish (5)

**Research/training specializations:** Latina/o cultural production, transnational activism, state-backed violence in the Americas.

**Overseas experience:**

**Distinctions:** Junior Faculty Development Award, 2014; UNC Certificate of Recognition for Contributions to Students, 2011

**Dissertations and theses supervised in past 5 years:** 4

**Relevant courses taught:** Gender and Global Change

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** Interviewed for local radio news segment, "How Easily Can Obama Close Guantánamo?" on *The State of Things*. WUNC, UNC-CH. May 31, 2013

**Recent publications:**

Forthcoming *Ni Aquí Ni Allá: Military Intervention, Domestic Violence and Latina/o Literature (1979 – 2005)*.

Forthcoming *War Echoes: Gender and Militarization in Latina/o Cultural Production*. Rutgers University Press.

2012 "Judaism, Sexuality, and the Nation in Francisco Goldman's *The Divine Husband*" in *Returning to Babel: Jewish Latin American Representations and Experiences*, eds. A. Ran and J. Cahan. Brill, 89-102.

2013 "The Divine Husband and the Creation of a Transamericana Subject." *Latino Studies* 11(2):190-207.

2013 "Gloria Anzaldúa" in *Oxford Bibliographies in American Literature*, eds. J. Bryer and P. Lauter. Oxford University Press.

2012 "Photography, Self-Knowledge, and Solidarity in Graciela Limón's *Erased Faces*." *Revista de Literatura Mexicana Contemporánea* 53(April-June):viii-xiii.

2010 "Transnational Community in Demetria Martínez's *Mother Tongue*" *Meridians: Feminism, Race, Transnationalism*. 10(1):54-76.

## Andrés Villaveces

Research Assistant Professor, Department of Epidemiology, UNC-CH

**Education:** MD, Universidad del Bosque, 1991; PhD, University of Washington, 2000

**Appointed/Tenure status:** 2006/tenure not applicable

**Languages:** Spanish (5); French (4); Portuguese (4)

**Research/training specializations:** Epidemiology, global health, violence prevention, transportation safety, alcohol and injuries

**Overseas experience:** Colombia, Mexico, Switzerland

**Distinctions:** Fellow, Japan-IBD Scholarship Program

**Dissertations and theses supervised in past 5 years:** 10

**Relevant courses taught:** Clinical epidemiology; exercise and sports sciences; critical issues in global health

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Recent publications:**

2011 "Policies for alcohol restrictions and their association with interpersonal violence deaths: A time-series analysis of homicides in Cali, Colombia," with A. Villaveces et al. *Int J Epidemiol*.

2010 "Housing interventions at the neighborhood level and health: A review of the evidence," with R.A. Lindberg et al. *J Public Health Manag Pract* 16(5):S44-S52.

2009 "Advocating for safe and healthy public transportation. Increasing health participation within a multisectoral framework." Pan American Health Organization.

2005 "Child delinquency and the prophylaxis of crime: A view from the early twentieth century Latin America," with L.A. DeRoo. *Pan Am J Pub Health* 24(6):449-54.

2005 "Injury prevention education in medical schools: An international survey of medical students." *Journal of Injury Prevention* 11(6):343-47.

## Lara Wagner

Associate Professor, Department of Geological Sciences, UNC-CH

**Education:** PhD, University of Arizona

**Appointed/Tenure status:** 2008/Tenured

**Languages:** N/A

**Research/training specializations:** Seismology

**Overseas experience:** Argentina, Bolivia, Chile, Peru

**Distinctions:** Walter H. Wheeler Faculty Teaching Award, 2012; Visiting Investigator, Carnegie Institution of Washington, 2009, 2012; multiple grants from National Science Foundation.

**Dissertations and theses supervised in past 5 years:** 6

**Relevant courses taught:** Andean Tectonics

**Percentage of time devoted to Latin American/Caribbean studies:** 10%

**Outreach:** Morehead Planetarium, 2010; NBC News 17 Interview, Massive Chilean earthquake, 2010

**Recent publications:**

- 2013 "The structure of the crust and uppermost mantle beneath the Central Andes from ambient noise tomography: Imaging the Neogene to modern batholith," with K.M. Ward et al. in *Geochem., Geophys., Geosys* 194:1559-73.
- 2006 "Depleted lithosphere, cold, trapped asthenosphere, and frozen melt puddles above the flat slab in central Chile and Argentina," with S. L. Beck et al. *Earth and Planetary Sci. Lett.* 245:289-301.
- 2005 "Upper mantle structure in the south central Chilean subduction zone (30 to 36S)," with M.K. Giovanni and S.L. Beck. *Journal Geophys. Res.* 110.
- 2002 "The June 23, 2001 Peru earthquake and the southern Peru subduction zone," with M.K. Giovanni and S.L. Beck. *Geophys. Res. Lett.* 29(21):2018.

## Stephen J. Walsh

Lyle V. Jones Distinguished Professor, Department of Geography

Director, UNC Center for Galapagos Studies, UNC-CH

Co-Director, Galapagos Science Center UNC-CH-Universidad San Francisco de Quito

**Education:** PhD, Oregon State University, 1977

**Appointed/Tenure status:** 1991/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Geographic information systems, remote sensing, spatial analysis, physical geography, and population-environment interactions

**Overseas experience:** Ecuador (Amazon and Galapagos)

**Distinctions:** Fulbright Scholar, Specialist Program, Council for International Exchange of Scholars, 2011-2015; Expert Panel on Geospatial Research, Center for Disease Control, 2008; Honors for Lifetime Achievement, Association of American Geographers, 2007; Distinguished Teaching Award for Post-Baccalaureate Instruction, 2007; External Grants: NIH, NSF, NASA; Awarded National Research Honors for Distinguished Scholarship, Association of American Geographers, 2001.

**Dissertations and theses supervised in past 5 years:** 11

**Relevant courses taught:** Population-Environment Interactions in the Galapagos Islands

**Percentage of time devoted to Latin American/Caribbean studies:** 100%

**Outreach:** Talks to U.S. government officials about various different issues related to population-environment interactions

**Recent publications:**

- 2013 "Collaborative Learning & Global Education: Human-Environment Interactions in the Galapagos Islands, Ecuador," with L. Brewington et al. *Journal of Geography* 112(5):179-92.
- 2013 "Science and Conservation in the Galapagos Islands – Frameworks & Perspectives," with C.F. Mena in *Springer Science & Business Media*, 243.
- 2010 "Using Stylized Agent-Based Models for Population-Environment Research: A Case from the Galapagos Islands," with B.W. Miller et al. *Population & Environment* 31(6):401-26.
- 2010 "Community Expansion and Infrastructure Development: Implications for Human Health and Environmental Quality in the Galapagos Islands of Ecuador," with A.L. McCleary et al. *Journal of Latin American Geography* 9(3):137-59.

## Deborah Weissman

Reef C. Ivey II Distinguished Professor of Law, Director of Clinical Programs, UNC School of Law, UNC-CH  
Member, UNC-Duke Consortium Executive Committee; Member, ISA, Advisory Board, UNC-CH

**Education:** JD, Syracuse University, 1975

**Appointed/Tenure status:** 2001/Tenured

**Languages:** Spanish (3)

**Research/training specializations:** Gender-related legal issues; civil rights; social justice; immigration

**Overseas experience:** Cuba, Mexico

**Distinctions** 2013 Recipient, The Frank Porter Graham Award for Outstanding Civil Rights Work, ACLU of North Carolina; Fellow, Global Research Institute, UNC-CH, 2011-2012 Fellow; Jotwell Best Works Review of Recent Scholarship in Criminal Law, 2009; *Pro-Bono* Faculty of the Year, UNC School of Law, 2006; Member of *Pro Bono*, Constitutional Rights, Minorities in Profession committees, North Carolina Bar Association, on-going

**Relevant courses taught:** Domestic Violence Law

**Percentage of time devoted to Latin American/Caribbean studies:** 50%

**Outreach:** UNC School of Law Immigration Clinic, 2010-2013; Testified at joint hearing on Public Safety and Civil Rights Implications of State and Local Enforcement of Federal Immigration Laws, 2009

### Recent publications:

- Forthcoming "Remaking Mexico: Law Reform as Foreign Policy." *Cardozo L. Rev.*
- 2013 "Promoting Language in the Legal Academy," with Gillian Dutton, et al. *University of Maryland Law Journal of Race, Religion, Gender, and Class* 13(6).
- 2012 "Feminism in the Global Political Economy: Contradiction and Consensus in Cuba." *Univ. of Baltimore Law Rev.* 41(221).
- 2010 "Global Economics and Their Progenies: Theorizing Femicide in Context, in *Terrorizing Women, Femicide in the Americas*, eds. R. Fregoso and C. Bejarano, Duke University Press.
- 2010 "The Legal Production of the Transgressive Family: Binational Family Relationships Between Cuba and the United States." *North Carolina Law Review*.

## Lyneise Williams

Associate Professor, Department of Art, UNC-CH

**Education:** PhD, Yale University, 2004

**Appointed/Tenure status:** 2006/Tenured

**Languages:** Spanish (3), French (3)

**Research/training specializations:** Latin American art, African diaspora art, museum studies

**Overseas experience:** Argentina, Panama, Uruguay

**Distinctions:** Recipient, University Research Fellowship, 2012; recipient, Institute for African American Research Fellowship, 2012; recipient, UNC Institute for the Studies of the Americas Research Fellowship, 2011; Experiential Education Course Development Award, 2008; Robertson Scholars Favorite Professor, 2007; Spray-Randleigh Research Fellowship, 2007; Vice Chancellor Humanities Fellowship, 2007; Christianity and Culture Minor Course Development Award for Religious Art and Architecture in Latin America course, 2007; Carolina Postdoctoral Program for Faculty Diversity, 2004-06

**Dissertations and theses supervised in past 5 years:** 7

**Relevant courses taught:** Religious Art and Architecture of Latin America, Graduate Seminar-Mexico City, 1890-1950

**Percentage of time devoted to Latin American/Caribbean studies:** 50-100%

**Outreach:** Ackland Museum Advisory Board, 2013; presentation to government officials, The North Carolina Freedom Monument: North Carolina Legislature, 2008

### Recent publications:

- Forthcoming "The Glorious One-Two Punch: Celebrity, Masculinity, and boxer Alfonso Teófilo Brown in Early Twentieth-Century Paris" in *Migrating the Black Body: African Diaspora and Visual Culture*, eds. H. Hernández and L. Raiford. University of Illinois Press.
- Forthcoming "Envisioning Erasure: Representations of Pain in Pedro Figari's Court Sketches" in *Black Bodies in Pain: Race, Sentience and Visual Culture*. University of Minnesota Press
- 2010 *A Different Shade of Modernism: Pedro Figari's Representations of Black Bodies*. University of North Carolina Press.
- 2008 "Envisioning Erasure: Representations of Pain in Pedro Figari's Court Sketches."
- 2008 "Performing 'Africa' in Uruguay: Pedro Figari's Representation of Candombe."



## Jennifer Ann Wooten

Lecturer and Clinical Assistant Professor of Foreign Language Education,  
Department of Romance Languages & Literatures (Spanish) and School of Education, UNC-CH

**Education:** PhD, University of Georgia

**Appointed/Tenure status:** 2010/Tenure not applicable

**Languages:** Spanish (5)

**Performance-based language training:** ROML.net Resources and Training Portal

**Research/training specializations:** Non-native teacher identity, performative techniques in teacher education and the FLE classroom, critical pedagogy.

**Distinctions:** P-12 Distinguished Educator; Recipient, Outstanding Dissertation Award, American Educational Research Association (AREA)

**Dissertations and theses supervised in past 5 years:** 2

**Relevant courses taught:** Intermediate Spanish: Practical Internships in Education

**Percentage of time devoted to Latin American/Caribbean studies:** 25%

**Recent publications:**

2010 "Cultural Drag: Theorizing the Performances of Non-Native Spanish Teachers' Linguistic and Cultural Identities" Diss. University of Georgia.

## Lead Faculty for Collaborative Activities

### Robert Nelson Anderson III

Associate Professor of Portuguese, Winston Salem-State University

**Education:** PhD, University of North Carolina at Chapel Hill, 1990

**Appointed/Tenure status:** 2005/Tenured

**Languages:** Portuguese (5); Spanish (5)

**Performance-based language training:** ACTFL Oral Proficiency Interview Trainee in Portuguese

**Research/training specializations:** Afro-Luso-Brazilian Studies

**Overseas experience:** Brazil, Mexico

**Distinctions:** Faculty Senate Delegate, Department of World Languages and Cultures, WSSU, 2012-15; Co-PI, NEH Faculty Development Seminar, 2012-2014; PI, FIPSE-Brazil Consortia Program, 2009-2013 and 2006-2008; Member, Conference Program Committee, 2012 and Portuguese Representative to the Executive Council, 2011, American Association of Teachers of Spanish and Portuguese, 2012; Member, Network Research Project, U. Federal de Minas Gerais; Co-Chair, Brazil Advisory Committee, University of North Carolina Exchange Program, 2003-2010.

**Relevant courses taught at WSSU:** Advanced Portuguese Conversation; Intermediate Portuguese; Survey of Literature in Portuguese and Culture and Society in Brazil and Africa, latter two courses developed with Consortium Support.

**Percentage of time devoted to Latin American/Caribbean studies:** 75%

**Outreach:** Portuguese Language Instruction, Chapel Hill High School, 2005 to present.

**Recent publications:**

Forthcoming "Yorùbá Culture in Brazilian Culture: Carlos Diegue's *Quilombo* and Other Expropriations," *Festschrift Oyèláràn*, eds. A. Oyètádé and L. Sheba

2013 "'All of the Violence Is Exposed': Lima Barreto's Journalism and Testimonials," Lma Barreto: New Critical Perspectives, eds. D. F. Silva and L. Aidoo, Rowman and Little

2012 "The End of Cordiality and the Invention of Racism?: Evidence from Recent Cultural Production," *The Latin Americanist* 56.4

2010 "Portuguese and the HBCU experience: FIPSE/CAPES U.S.-Brazil Higher Education Consortia,"

## Neil Bolick

Associate Director and Director of Community College Programs and Initiatives, World View, UNC-CH

**Education:** PhD, Indiana University at Bloomington, 1994

**Appointed/Tenure status:** 2003/Tenure not applicable

**Languages:** Chinese, Mandarin (4), Japanese (3); Spanish (2)

**Research specializations:** International education; Curriculum Development all world regions

**Distinctions:** 2014 recipient of The Martha Fitch Trigonis Individual Award for International Education Excellence by The North Carolina Association of International Educators; Fulbright-Hays Doctoral Dissertation Research Grant, China and Taiwan, 1989-1990; Pacific Cultural Foundation Grant for dissertation, 1989-1990; Indiana University Graduate School Fellowship, 1991

**Relevant Courses:** Teach I: N World View Seminars, Symposia, Workshops, Residential Programs & Online Courses. Give Presentations to K-12 & Community College Educators & Administrators, Schools of Education, State Educational offices & Organizations, Civic Groups, & Students. Presentation topics Include Globalization & The Community College, Globalization & Our Schools, Internationalizing The Community College Curriculum, China'S Rise, Unc & World View International Resources.

**Percentage of time devoted to Latin American/Caribbean studies:** 10%

## Joshua H. Nadel

Assistant Professor, Department of History, North Carolina Central University

Associate Director and Advisor for History Field, Global Studies Program, North Carolina Central University

**Education:** PhD, University of North Carolina at Chapel Hill, 2007

**Appointed/Tenure status:** 2007/Tenure-eligible

**Languages:** French (3); Haitian Creole (5); Spanish (5); Portuguese (3)

**Research/training specializations:** Sports, transnational phenomena and cultural adaptation

**Overseas experience:** Cuba, Haiti, Mexico

**Distinctions:** Visiting Faculty Fellow, Humanities Writ Large Fellowship, Duke University, 2013; Innovation in Teaching Award, 2011; Mellon Fellow, Salzburg Global Seminar, 2010; Exemplary Teaching and Scholarship Award, 2009 and 2008; Research Associate, National Coalition for Haitian Rights, 1996-97

**Dissertations and theses supervised in past 5 years:** 5

**Relevant courses taught at NCCU:** World Societies, Historical Writing, Latin American History: The Colonial Period; Latin American History: The National Period; Caribbean History

**Percentage of time devoted to Latin American/Caribbean studies:** 75%

**Outreach:** The State of Things, WUNC, "Soccer in Latin America," 2014

### Recent publications:

- |             |   |
|-------------|---|
| Forthcoming | "The Anti-National Game: Women's Soccer in Latin America," in <i>Sports and Nationalism in Latin/o America</i> , Ed. By H. Fernández L'Hoeste, R. McKee Irwin, and J. Poblete. Palgrave Macmillan.                |
| 2014        | <i>Fútbol: Why Soccer Matters in Latin America</i> , University Press of Florida  |
| 2014        | "Cup of Welcome?: Media, Marketing, Latinos, and the 1994 World Cup," in <i>The FIFA World Cup, 1930-2010: Politics, Commerce, Spectacles, and Identities</i> , ed. By K. Schiller and S. Rinke. Wallstein Verlag |
| 2011        | "Food in the Republican Period." In <i>Understanding Cuba: Intersection of History, Culture and Society</i> . Ed. A. West Duran. Gale Press.  |

## Evaluation Specialists

### R. McKenna Brown

Independent Evaluation Consultant for UNC-Duke Consortium Yucatec Maya Program  
Executive Director, Office of International Education, Virginia Commonwealth University

**Education:** PhD, Tulane University, 1991

**Appointed/Tenure status:** 1995, Tenured

**Relevant Professional Positions:** Executive Director, Office of International Education, Virginia Commonwealth University (VCU), 2008-present; Professor and Director, School of World Studies, VCU, 2003-2008; Director, International Studies Programs, VCU, 1998-2003; Associate Professor of Foreign Languages, VCU, 1995-2003; Assistant Professor of Humanistic Studies/Spanish, University of Wisconsin-Green Bay, 1991-1995; Co-Director, Intensive Summer Program in Kaqchikel Maya Language and Culture, Guatemala (Sponsored by US Department of Education through Tulane University), 1989-1996

**Previous Evaluations:** The Institute of Latin American Studies, The University of Texas at Austin, Development of Introductory K'ichee' Maya Language Instruction, 2010; UNC-Duke Consortium Yucatec Maya Program, 2003 and 2009; Evaluation of Yale University Nahuatl Program, 2008

**Research/training specializations:** Endangered languages; Guatemalan Mayan literature and culture; teaching of Mayan languages, especially Kaqchikel Maya; international education

**Outreach:** Organized K-16 teacher workshop "Working Towards Proficiency in the Language Classroom," Department of Foreign Languages, VCU, 1998; Workshop for Spanish teachers on "El acercamiento comunicativo en la enseñanza de segunda lengua" at Casa de Español Xelaju', Quetzaltenango, Guatemala, 1998

#### Recent publications/presentations:

- 2014 "Democracy and Memory in Recent Mayan Literature," Latin American Studies Association
- 2013 "Social Contract in the Classroom: Indigenous Language Instruction as Implementation of Language Policy, Latin American Studies Association
- 2009 "Who Owns the Maya Apocalypse? Identity Claims n 'El 13 B'aktun' by Gaspar Pedro González," in Endangered Languages and Language Learning: Proceedings of the XIII FEL Conference," The Foundation of Endangered Languages
- 2006 *La út看 awäch? Introduction to Kaqchikel Maya Language.* With J. Maxwell and W. Little. University of Texas Press

### Rita O'Sullivan

Director of Evaluation, Assessment, and Policy Connections (EvAP); Associate Professor of Evaluation and Assessment, School of Education and NC TraCS, Director of Evaluation, UNC-CH

**Education:** Ed.D., Auburn University, 1984

**Appointed/Tenure status:** 1999/tenured

**Relevant Professional Positions:** Associate Professor, Educational Research & Evaluation, UNC-Greensboro (1992-1999); Junior High-School Teacher, Gillespie Education Center (1984-1985; Program Associate, International Programs, Unitarian Universalist Service Committee (1982-1983)

**Previous Evaluations:** Evaluation of the Career Award for Science and Mathematics Teacher Program, Burroughs-Welcome Foundation, 2010-15; UNC Next Level People to People Hip Hop Ambassadorships Evaluation, 2013-14; UNC Undergraduate Research Project (funded by Howard Hughes Medical Institute, 2010-14; YMCA Higher Education Programs, 2010-12; Capacity Training for Federally Funded Programs, US Virgin Islands Department of Education, 2010-11; STEM 3-D, Appalachian State University, 2006-11; Project Quest, Wake County Public School System Magnet Programs Department, 2005-08

**Distinctions:** Ingle Distinguished Service Award, American Evaluation Association (2002); Outstanding Research Award, North Carolina Association for Research in Education (2001); Lifetime Achievement Award, North Carolina Association for Research in Education (2001)

**Research/training/teaching specializations:** Educational Leadership, Curriculum and Instruction; Educational Program Evaluation; Research Design, Measurement, and Statistics; Collaborative Evaluation Techniques

#### Recent publications/presentations:

- 2014 "Collaborative, participatory, and empowerment evaluation: Building a strong conceptual foundation for stakeholder involvement to evaluation," with D. Fetterman, L. Rodríguez-Campos and L. Wandersman in *American Journal of Evaluation*, 35, 144-8
- 2013 *NC TraCS Pilot Programs Return on Investment (ROI).* Paper to American Evaluation Association with J. Cain, and M. Lister.
- 2012 Collaborative Evaluation of a Clinical and Translational Science Award (CTSA) Program: Challenges, Strategies and Successes. Paper to American Educational Research Association with J. Cain and K. Basta
- 2012 *Evaluation and Program Planning*, edited with L. Rodríguez-Campos, Collaborative Evaluation, Special Issue, 35

## Matt Serra

Independent Evaluation Consultant for UNC-Duke Consortium in Latin American and Caribbean Studies  
Director, Office of Assessment, Trinity College, Duke University

**Education:** PhD, Purdue University, 1993

**Appointed/Tenure status:** 1993, Tenure not applicable

**Relevant Professional Positions:** Director of Assessment, Trinity College, Duke, 2000-present; Adjunct Assistant Professor of Psychology and Neuroscience, Duke, 2000-present; Assistant Professor of Psychology, Duke, 1993-2001

**Previous Evaluations:** On-site review committee member (Lead QEP reviewer), Southern Association of Colleges and Schools; Lead evaluator, Howard Hughes Medical Institute grants; Co-convenor, Duke Assessment Working Group; participated in the standards setting procedure for the Collegiate Learning Assessment instrument developed by the Council for Aid to Education.

**Research/training specializations:** Assessment of academic initiatives and student learning outcomes

### **Recent publications/ presentations:**

- 2013 "Assessing the Assessment Tool: New Thinking About e-Portfolios." With J. Hill. Presented at the AAC&U regional assessment meeting in Boston, Massachusetts.
- 2012 "Reconnecting with students as essential stakeholders: Early engagement and communication strategies." With J. Hill. A workshop presented at the AAC&U regional assessment meeting in New Orleans, Louisiana.
- 2012 "Developing an Institution-wide Program for Undergraduates in the Gateway STEM course sequence." With D. Canelas and D. Hall. Presented at the AAC&U STEM Learning Conference
- 2011 "Using the Global Perspectives Inventory for Planning and Assessing Curricular and Co curricular Experiences to Facilitate Global Learning." With L. Braskamp, M. Zoll, C. Glass and M. Engberg. Workshop given at the AAC&U's Annual Conference.
- 2011 "Assessment at Duke: Strategies for Faculty Engagement." Presentation at the Third Annual Teagle/Spencer Project Meeting, Duke University, Durham, NC

## **APPENDIX C: PERFORMANCE MEASURE FORMS**

## APPENDIX C: PERFORMANCE MEASURE FORMS

**Project Goal 1: To train K-12 teachers (particularly those from Title I schools) with Latin American & Caribbean Studies competencies, in order to develop new curriculum and share this knowledge with students and other educators**

2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) At least 40 K-12 teachers will have immersion experience in Latin America and/or the Caribbean by end of grant cycle	A1. Create teacher study tours and summer institutes that allow for CEU credits and are thematically relevant to a variety of K-12 subjects and grade levels, and promote them A2. Develop pre and post attitude surveys for immersion programs A3. Partially fund teachers to make programs more accessible, particularly for those from under-resourced schools A4. Seek matching funds from school districts when possible								
B) 50% of K-12 teachers who attend our teacher training programs integrate Latin American curriculum into their classes and share this knowledge with other educators	B1. Develop and administer evaluation forms for teacher training programs B2. Follow up with teachers after training activities to determine how they incorporated new Latin American content into their curriculum B3. Support teachers in creating presentations for their schools, districts, and/or professional conferences B4. Attend some of the teachers' presentations to assess what information is being disseminated and how it is received B5. Classroom observations and collect samples of student projects								

APPENDIX C: PERFORMANCE MEASURE FORMS

C) 3 new school or district-based initiatives related to Latin America & the Caribbean created by end of grant cycle	C1. Support teachers who participated in our training programs in developing and leading school- and district-based initiatives related to Latin America and the Caribbean C2. Facilitate collaborations between teachers from various school districts, and university faculty, staff and students, to develop such initiatives C3. Share resources for school- or district-based educational models related to Latin America and the Caribbean online C4. Track new school initiatives focused on Latin America and Caribbean						
D) Over 500 K-12 teachers provided with curriculum materials by end of grant cycle	D1. Offer Connecting the Americas programs (study tours and summer institutes) that require curriculum unit development D2. Offer Science in the Americas ethnobotanical garden program which includes working with teachers at local schools to develop hands-on curriculum D3. Offer 3 workshops per year that require curriculum development materials D4. Contribute to World View's annual Latin America seminar which provides curriculum materials D5. Share downloadable curriculum materials for various grade levels online (e.g., Consortium and LearnNC Web sites)						

# APPENDIX C: PERFORMANCE MEASURE FORMS

Project Goal 2: To train students in less commonly taught languages of Latin America and the Caribbean (particularly at the intermediate and advanced levels) to contribute to the needs of U.S. government, academic, and business institutions

2. Performance Measures	3. Activities	4. Data Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A) The number of less commonly taught languages offered will increase by 1 by end of grant	A1. Continue to offer language instruction in Haitian Creole, Portuguese, and Yucatec Maya A2. Offer language instruction in K'iche' Maya beginning year 2								
B) The number of Portuguese courses will increase by at least 6, and Haitian Creole by at least 1, at the intermediate and advanced levels over the 4-year grant cycle	B1. Develop and offer 4th semester of Haitian Creole language beginning year 1 B2. Develop and offer new intermediate and advanced Portuguese courses (related to new Duke Global Portuguese major and minor)								
C) 75% of Haitian Creole and Portuguese students tested will increase by at least 1 proficiency level over the 4-year grant cycle	C1. Train language instructors in proficiency testing C2. Instructors are certified as proficiency testers for Haitian Creole and Portuguese C3. Instructors administer tests to all FLAS fellows in Haitian Creole and Portuguese, and UNC Business Portuguese students C4. Develop summer FLAS on-line evaluation forms for Haitian Creole and Portuguese programs								



APPENDIX C: PERFORMANCE MEASURE FORMS

D) Improvements will be made to the Yucatec Maya curriculum based on evaluations during the grant cycle	D1. Hold 2 language pedagogy workshops with all the instructors in the Yucatec Maya program during the grant cycle D2. Conduct an outside evaluation of the Yucatec Maya language program with Maya expert R. McKenna Brown in year 2 D3. Review and refine course evaluations for Yucatec Maya							
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# APPENDIX C: PERFORMANCE MEASURE FORMS

**Project Goal 3: To work with NC community colleges to internationalize curriculum and increase faculty and student involvement in Latin American & Caribbean coursework and activities, through the implementation of the NC Global Distinction<sup>1</sup> program**

2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase the number of community colleges that participate in the NC Global distinction program by 4 over the grant cycle	A1. Recruit new members for the NC Global Distinction program A2. Community Colleges obtain approval from their administrators to implement the NC Global Distinction Program A3. Develop a joint strategic plan of action with defined timeline, roles and responsibilities to internationalize the curriculum in community colleges participating in the NC Global Distinction Program								
B. Increase # of courses with Latin American content and # of co-curricular activities related to Latin America by 1 or 2 each year	B1. Provide professional development for faculty at participating colleges B2. Create curriculum development teams at each participating community college B3. Provide grants and technical support to community college curriculum teams to create modules to infuse connections, context and content about Latin America into selected courses								

- <sup>1</sup> NC Global Distinction Program includes the following:
  - ✓ students complete at least 15 credit hours of globally intensive courses
  - ✓ students participate in 8 international activities and dialogue
  - ✓ students gain global experience (30 hours of participation in either study abroad or a domestic intercultural experience)
  - ✓ students give a capstone presentation related to their global learning participation
  - ✓ students completing this program have “Graduated with Global Distinction” on their transcript

## APPENDIX C: PERFORMANCE MEASURE FORMS

Project Goal 4: To collaborate with faculty at the UNC School of Education (SoE) to incorporate Latin American and Caribbean area studies and languages into pre-service teacher education									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
A. Increase the number of UNC SoE courses that include Latin American & Caribbean content by at least 3 during the grant cycle	A1. Provide 2 course development grants to UNC SoE faculty to revise courses to include Latin American content, by Y4 A2. Grantees present projects at UNC SoE workshop, after piloting of new material, by Y4								
B. Increase the number of co-curricular activities focused on Latin America & the Caribbean at UNC SoE by offering at least 1-2 events per year during the grant cycle	B1. SoE faculty collaborate with NRCs to design a speaker series for the SoE, <sup>2</sup> Y1. Review, evaluate and adjust design at end of Y2. B2. Bring Latin American experts for presentations at UNC SoE								
C. Collaborate with at least 5 of 15 Schools of Education in the UNC system, and nationally, through LEARN NC's technological capacity	C1. Solicit speaker series topics and presenters from other SoEs in UNC System. C2. Make series available to all system SoEs through videoconferencing C3. Videotape all presentations and make available at <a href="http://www.learnnc.org/">http://www.learnnc.org/</a> , Y1-4 C4. Create a digital textbook of series, Y2-4								

<sup>2</sup> This series will bring nationally renowned experts in Education and Area Studies to present on topics that are aligned with ED's 2012-13 International Strategy.

APPENDIX C: PERFORMANCE MEASURE FORMS

D. Improve access of SoE students to international opportunities and increase the number of pre-service teachers who engage in Latin American & Caribbean opportunities by 50% by the end of the grant cycle	D1. Conduct FLAS recruitment in SoE <sup>3</sup> , Y1-4 D2. Recruit SoE student group to attend GOI <sup>4</sup> (Y1-4) and create annual “Global Competencies Week” in SoE infusing area studies into SoE courses, Y2-4 D3. Recruit SoE students to participate in Consortium teacher training activities							
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<sup>3</sup> Our goal in FLAS recruitment is not for Latin American or Caribbean Language teacher credentialing *per se*, but to create a cohort in SoE who have deep engagement in Latin American and Caribbean area studies and language knowledge.

<sup>4</sup> GOI is a cutting-edge UNC program that prepares students for cultural and ethical issues they may face in conducting research, service and internship projects abroad. More than 150 students/year participate (33% focus on Latin America), and faculty/staff provide training that has become a national model.

## **LETTERS OF SUPPORT FROM COLLABORATIVE PARTNERS**



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227 Hill Hall, 601 S. Martin Luther King Jr. Dr., Winston-Salem, NC 27110  
Phone (336) 750-2306 • Fax (336) 750-2189 • sekhoj@wssu.edu

Office of  
International Programs

June 12, 2014

Dear Reviewers,

It is my pleasure to write this letter in support of proposed collaborative internationalization projects between UNC-CH and Winston Salem State University (WSSU) as part the application of several Area Studies Centers at the University of North Carolina at Chapel Hill (UNC) for Title VI grants from the U.S. Department of Education. This partnership will allow us to build on a number of successful recent initiatives at my university that have included Brazil, India, China, Malaysia, Kenya/Tanzania, and Ghana/Benin supported by grants including those from FIPSE and from NEH.

As the Chief International Officer at WSSU, I lead the integration of international programs in academic areas, promote faculty scholarship to internationalize the curriculum, and develop and oversee study abroad and exchange programs. Collaboration with UNC-CH will enhance the cross-cultural and global competence of our students, who are predominantly African-American, and will promote the WSSU strategic goal of "expanding opportunities to integrate global issues throughout the curriculum." Internationalizing the curriculum and faculty development to prepare students for effective global citizenship are the primary objectives in the WSSU Strategic Plan for Internationalization 2012-2016.

The proposed Title VI activities include research funds for WSSU faculty, conference travel, shared speaker series, course development grants, possible FLAS fellowships for WSSU students, and funding for linkage travel for our institution. These proposed activities are based on dialogue with WSSU faculty and international staff across our campus, including the International Programs Committee and our School of Business and Economics, as components to enhancing our capacity in area studies and language instruction for Latin America, Africa and Asia. This collaboration is well-designed to result in measurable and long-lasting changes at our institution, and WSSU faculty and staff look forward to cross-sharing of scholarly knowledge, expertise, networks, and linkages with institutions abroad with colleagues at UNC.

These projects are designed to build capacity for future sustained collaboration between our two institutions, and we welcome the development of long-lasting relationships with UNC's African Studies Center, Carolina Asia Center, Center for Global Initiatives, UNC Center for International Business Education and Research (CIBER), and Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University.

Sincerely,

A handwritten signature in black ink, appearing to read "Joti Sekhon".

Joti Sekhon, PhD  
Director of International Programs  
Professor of Sociology

Winston-Salem State University is a Constituent Institution of the University of North Carolina  
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THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

**WORLD VIEW:  
AN INTERNATIONAL PROGRAM FOR EDUCATORS**

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June 10, 2014

Dear UNC Area and Global Studies Directors:

In my capacity as Associate Director of World View, I am responsible for enhancing the international expertise and engagement of faculty and students in North Carolina's Community College System, and I meet regularly with the presidents and faculty of most of the 58 campuses in the system. Since 2010 World View has worked with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop greater global awareness and area studies content in activities and courses at 32 Community Colleges. In the past four years, UNC course development grants to CC faculty have generated international content in more than 80 CC courses where none existed previously. UNC Area Studies Librarians have worked closely with community college faculty on research visits arranged by World View, and more than 270 CC faculty members have participated in World View events, 71 of whom are from Tier 1 counties, the most economically disadvantaged in our state.

During the Title VI 2014-2017, World View is pleased to work with the Area and Global Studies Centers at the University of North Carolina at Chapel Hill to develop and organize innovative educational programs. The NC Global Distinction initiative, for example, will bring together expertise from UNC World View, NC Community Colleges, and the African Studies Center, Carolina Asia Center, Center for European Studies, Center for Global Initiatives, Center for Latin American and Caribbean Studies at the University of North Carolina and Duke University, Duke-UNC Consortium in Middle East Studies, and the Duke/University of North Carolina Center for Slavic, Eurasian, and East European Studies. This initiative will globalize the community college curriculum and increase faculty and student involvement in global issues, activities and dialogue. Through this initiative we will develop a state and national model of best practices for internationalizing the community college curriculum and university-community college global education collaboration.

We look forward to our collaborations,

Neil Bolick, Associate Director  
World View



UNC  
SCHOOL OF EDUCATION

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at CHAPEL HILL

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June 19, 2014

To: Consortium in Latin America and Caribbean Studies at the  
University of North Carolina at Chapel Hill and Duke  
University

From: Bill McDiarmid *BMCD*  
Dean and Alumni Distinguished Professor of Education

The School of Education feels very fortunate to be included in the project that you are proposing. As you know, the School has made internationalizing our curriculum, research, programs, faculty, and students a priority. The activities you are planning will support our efforts to ensure that the educators we are preparing recognize the critical importance of bringing a global perspective to their work with students.

The proposal to create a workshop series aligned with the Department of Education's 2012-16 International Strategy and designed to expand our faculty's and students' knowledge of area studies and global studies is consistent with our mission and will advance our internationalization goals. In addition, through LEARN NC – our digital outreach platform to educators across the state and beyond – we will be able to disseminate these collaboratively developed workshops broadly.

The proposal to make resources available to School of Education faculty to integrate area studies and other global content into their courses is also an excellent idea. I am certain that a number of our faculty in educator preparation programs will take advantage of such an incentive. The curricula that they develop can, again, be widely disseminated through LEARN NC. In addition, these same faculty can use the materials and lesson plans they develop in their professional development work with practicing teachers.



As you know, several of our graduate students have been involved in creating a set of criteria for globally competent educators. These students and others will be ideal candidates to organize and orchestrate a “Global Competencies Week” in the School to promote and support the infusion of area studies and world language information into all the educator programs that the School offers. They will be able to draw on the curricular work of faculty who use the resources provided through the grant to introduce global content and perspectives into their courses.

Also of great interest to the School are the proposed orientation sessions for our students to learn more about the resources available through FLAS as well as other internationally-focused activities from the NRCs such as the passport drive, study abroad opportunities, and the Peace Corps. Opportunities to learn more about these international activities will open up new possibilities for our students to expand their international experience, understanding and global awareness.

Because our evaluation unit – EvAP – is the external evaluator for the Title VI projects, we also see the value in having EvAP evaluate this work as well. The organizational independence of EvAP from the Centers ensures that there will be no conflict of interest.

We are very excited about the potential of the proposed work to greatly enhance our internationalization efforts. I have felt for some time that we in the School do not take advantage of the expertise and excellent work that characterize our area studies centers. This project would enable us to access this expertise and knowledge to better prepare and support educators who have genuinely global perspectives that will manifest in the work they do with their students.